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Essential Skills in Apprenticeship and Skilled Trades:

An Environmental Scan

Final Report

Presented to Human Resources Partnerships

Human Resources and Skills Development Canada

Prepared by the Canadian Labour and Business Centre

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1. Introduction

Human Resources and Skills Development Canada (HRSDC) has defined a set of nine Essential Skills. Recent efforts by HRSDC have focused on a wider acceptance of this list of skills and a broader usage of the concept of Essential Skills including Essential Skills Profiles[1] by those involved in basic skills and industry training. A focus has been on the apprenticeable trades as an area for increased Essential Skills activities.

HRSDC contracted with the Canadian Labour and Business Centre (CLBC) to undertake this project. Established in 1984, CLBC is a leading national organization for research and dialogue on skills and human resources issues. An independent national bipartite labour/management organization, the Centre also includes on its Board senior representatives from federal and provincial/territorial governments and education. In carrying out its unique mandate, the Centre has earned the trust and support of its constituency groups and has been successful in bringing the major labour market partners together to address key issues of mutual concern.

The objectives of the project were to:

- describe what Essential Skills work in apprenticeship and skilled trades has been undertaken and completed to date,
- enumerate what projects are currently underway, and
- describe the context in which the work was undertaken from the provincial/ territorial and federal governments, and sector councils' perspectives.

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Background on Essential Skills

In the early 1990s, the Essential Skills Research Project (ESRP) proposed to define a set of competencies related to non-technical skills that were observable and present in all jobs. These non-technical skills had been called employability or basic skills. What distinguished the ESRP from some of the previous typologies was the focus on measuring the skills required in each job through interviews and observation. Previous lists of desired skills were just that – a wish list created by asking employers what they wanted in employees. The ESRP brought a rigour to the process and observed each of the skills as actual workers were using them. Not only were the skills defined but they also were measured along a continuum of increasing complexity. Moreover, for some of the complexity scales (reading text, document use, and numeracy), the ESRP borrowed the scales from the International Adult Literacy Survey (IALS) and for the oral communication scale made a direct link to the Canadian Language Benchmarks (CLB). These moves and others made by the HRSDC research team ensured those scales were valid and could be replicated.

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[1] Essential Skills Profiles document the uses and level of complexity of each of the nine Essential Skills according to the National Occupation Classification (NOC). The nine Essential Skills are: Reading Text, Continuous Learning, Document Use, Working with Others, Writing, Numeracy (Math), Thinking Skills, Oral Communication, Computer Use.

The first task of the ESRP was to document the Essential Skills requirements for each occupation considered an entry-level occupation. As Essential Skills profilers were trained and went into workplaces, they became increasingly aware of the value of using the methodology to evaluate existing jobs to understand the skill requirements of the workplace. This enabled practitioners to create curriculum and interventions to ensure that workers met the demands of the workplace. As time went on, the Essential Skills Profiles began to be part of the occupational standards development process and sectoral studies as undertaken by HRSDC.

The trades were early adopters of Essential Skills. Jobs are more standardized and codified in the trades. Union training centres saw the connection between Essential Skills and success in training and in apprenticeship completion. Over time, apprenticeship offices also began to make explicit efforts in the area of Essential Skills. However, it is interesting to note that the ESRP did not turn its attention to profiling the Red Seal trades until almost ten years after its conception.

The ESRP grew up alongside the efforts of the National Literacy Secretariat and some provinces to promote literacy in the workplace. When the 1994 IALS was released and the three IALS scales became part of the Essential Skills scales, many workplace literacy practitioners embraced the more rigorous definitions of the skills that the Essential Skills Profiles provided. "Essential Skills" was the term used to refer specifically to the profiles and research. More generic terms such as workplace literacy or workforce education were used for the range of activities supporting increased skills of individual workers in the workplace. With time there has been a move towards using the Essential Skills framework to measure the skills of individuals, with or without a relationship to a specific job. There are a few cases, such as the Alberta Workplace Essential Skills Committee (AWES) and the Western Workplace Essential Skills Network (WWESTNET), which used the term 'essential skills' as a means to avoid terms such as 'literacy' that were seen as having a negative connotation.

2. Essential Skills Project Collation

For the purpose of uncovering projects involving Essential Skills for this current research effort, we looked beyond projects that actually used the term 'essential skills'. We looked at any project involving the trades that touched on any of the skills contained with the nine Essential Skills, as well as those that dealt with the more generic term 'literacy.'

In order to document projects related to Essential Skills, we created an online Project Template. We asked 133 people to provide information about projects. These people included provincial/territorial literacy coordinators, provincial/territorial apprenticeship bodies, representatives of labour unions, sector councils and business groups, workplace literacy practitioners and other people known to the research team. From this effort, we received information on 35 projects, of which four did not qualify for inclusion as they did not relate to the trades at all and were too general in their discussion of skills.

We also reviewed the National Literacy Secretariat (NLS) website, lists from HRSDC (Human Resources Partnerships (HRP) and NLS), and did an Internet search. The information gathered was assembled into an Access database. To date, we have 121 items in the database.

Challenges in Project Collation

We cast a large net in order to find as many projects as possible. Few projects were explicitly and unequivocally dedicated to linking Essential Skills and the trades. In some cases, we have assumed the direct connection, such as projects undertaken by labour unions that are comprised of trades. In other cases, we have listed projects because we recognized that the project would directly (and not incidentally) affect the trades. However, we would warn the reader that the inclusion of several projects could be open to debate.

Some of the key challenges included:

Defining a 'project': We believe that our list contains most of the existing discrete projects, that is, those that have a start and an end, that have taken place. However, we have been less successful in finding activities that are more integrative in nature, i.e. where all training is based on an Essential Skill Profile or on the Essential Skills framework. In addition, where there has not been government financial support, projects were difficult to find.

Describing a project: We generally used 'official' descriptions when the information came from the HRP and NLS listings. Whenever an informant gave us a description, we used that one. The descriptions we found were often vague as to the relationship to a skilled trade and so we had to sense whether the activity actually involved the trades.

Determining the Essential Skills component: With material found on the Internet or through the various lists, we made decisions about how to code the Essential Skills involved in the project. For projects that only listed 'literacy', we have checked off oral communications, document use, writing, and numeracy. For projects that only specified 'numeracy' or 'oral communications' or 'document use', that is the only item checked off. For projects that cited 'essential skills', all skills have been checked off except if only one specific skill was mentioned. We did not change what online respondents provided us in terms of the skills involved.

Projects funded by the National Literacy Secretariat tend to use the term 'literacy' even where there are other dimensions addressed, most often numeracy, oral communications, and writing. This was probably to adhere more closely to NLS funding criteria. Where NLS projects did use the term 'essential skills', it is not clear whether they are using the HRSDC definitions.

Determining the trade involved: Online surveys provided the best information about the trades involved in the various projects. The Internet search and NLS list of projects did not usually specify the trade involved. Projects by certain groups such as labour unions or joint groups by definition represent trades. For these, we have assumed that the project affected equally all trades represented by that group. We found more references to 'the trades' or to 'apprentices' then we did to specific trades.

While we did ask whether a skilled trade was a Red Seal trade, the information we received online was often not accurate or people just did not know. We have used the Ellis Chart to determine if a trade is a Red Seal trade.

Less useful information: Some categories in the project template proved less helpful than anticipated. For example, we asked people to provide us with start and end dates. Overall, we found that rarely were the dates provided. Where we did have dates, they were only helpful in situating when the project took place, and were not helpful in describing ongoing activities. Likewise, asking where the activities took place was less useful than asking about the scope of the project.

The cost of projects was another element that did not yield great results. There was no information about costs of NLS projects and few of the online respondents provided this information about their projects.

We received very sketchy information about specific target groups, links to PLAR, information on how the project started, intended and actual outcomes, and evaluations. In some cases, this was due to having to rely on project descriptions written at the beginning of a project. In other cases, even where the information was provided online to us, there was not much data.

3. Findings

Our research identified 121 projects that explicitly or implicitly related to Essential Skills and the trades or apprenticeship. Annex A has a list of all 121 projects, while Annex B provides more detail about each project. The full database was provided to HRSDC on a CD.

a. Sponsoring organization

In total, 65 organizations sponsored the 121 projects we identified. Of these organizations, most were labour unions (including training centres). Sector councils had the next largest grouping – however please note that we also included all joint organizations in this category (e.g. SkillPlan and Workplace Education PEI). Colleges, employers and their associations, government groups and community groups made up the rest of the organizations.

TABLE 1: Type of organization reporting projects

	Sector council	College	Labour	Employers	Government	Community	Total
#	11	12	24	4	6	8	65
%	17	19	37	6	9	12	100

b. Regional distribution and scope of projects

In terms of regional coverage, we looked at where the project took place or the location of the organization mounting the project. While this is not a precise measure as it places national projects within a particular province, it does give a good indication of coverage.

TABLE 2: Projects by Province/Territory (location of project sponsor)

	BC	AB	SK	MB	ON	Qc	NB	NS	NL	PEI	NT	YK	NU	TOTAL
#	26	13	3	15	40	0	1	5	8	6	1	1	2	121
%	21	11	2	12	33	0	1	4	7	5	1	1	2	100

Most projects were sponsored by organizations based in Ontario. However, most of these projects were national in scope, with Ontario-only projects numbering 20. Not surprisingly, British Columbia had the most projects. This is due in large measure to SkillPlan, the BC Construction Industry Skills Improvement Council, which has been one of the most active players in the area of essential skills. Manitoba has the next greatest number of projects identified. The only anomaly we noticed was that we had expected more activity in Alberta given the work of Bow Valley College and the Alberta Workplace Essential Skills Committee. We would like to note that the one Northwest Territory project was facilitated by Bow Valley College. Perhaps the reason for the low number is that the projects that have taken place were not specifically targeted to apprentices.

We had no projects identified either by respondents or by our Internet search in Quebec. It is unclear whether this is due to a difference in how Essential Skills are defined or if there is no activity. Much of Quebec's literacy training is provided by the *commissions scolaires* (school boards), which might explain the lack of stand-alone targeted workplace programs.

TABLE 3: Projects by scope

	Local	Regional	Provincial/ Territorial	Interprovincial	National
#	14	6	66	2	33
%	12.0	5.0	55.0	1.0	27.0

Clearly, the largest number and percentage of projects occurred at the provincial or territorial level. This makes sense in terms of the provincial/territorial responsibility for training, apprenticeship, and delivery of workplace education programs. Local projects and regional (sub-provincial) projects were less common, and there were two inter-provincial projects (two or more provinces).

c. Type of project, starting dates, PLAR and evaluation

Our data collection also was aimed at the type of project, the starting dates and end dates of each project, whether the project explicitly involved PLAR and whether there had been an evaluation.

We attempted to classify the projects by type, and did not limit this to only one answer. About half of the projects dealt with curriculum development, while another third provided in-class training, needs assessment, and research. These leading categories reflect the nature of available funding, although we did find more in-class training than we had expected. This might be due to respondents counting pilot testing curriculum and tools as training.

TABLE 4: Type of projects (multiple mentions)

Type of project	# of projects
Curriculum development	66
In-class training	45
Needs assessment	37
Research	29
Promotion	21
Tool development	20
On-the-job training	13
Tutor / Provider training	17

Because there is little in the area of tool development, it might be an activity to target in the future. Another weak area was provider training, although there might be more projects happening that either provide practitioner training on all Essential Skills or are woven into literacy practitioner training programs.

Another way to look at the question of the type of projects is to consider that our focus was on apprenticeable and skilled trades. In this context, curriculum development and training would be the most frequent activities. Without the information about the range of type of projects for all Essential Skills activities (i.e. those not directed only towards the trades), it is difficult to know whether our findings are a result of the emphasis on the trades or if they follow the general pattern.

We had good data for the year when a project started. However, most of the online respondents reported on current projects and so it is not clear if they had not done projects in the past or if they were only recalling recent projects.

TABLE 5: Starting year of projects[2]

Year*	# of projects
1988	4
1989	5
1990	1
1991	2
1992	4
1993	5
1994	4
1995	3
1996	3
1997	4
1998	6
1999	6
2000	5
2001	10
2002	12
2003	11
2004	13

There was a steady rate of the number of projects involving Essential Skills and the trades from 1988 to 1998 with an average of three projects a year. In 2001, the picture changed with a climb to ten projects and the number has grown each year since. Certainly, the federal government's Skills and Learning agenda announced in 2001 contributed to some of this increase. There were more sector councils, apprenticeship boards, and employers involved in these later years.

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[2] The "Year" reflects the year when the project commenced. In cases where a given project had more than one phase, the "Year" reflects the beginning of the first phase.

Only seven projects explicitly involved Prior Learning Assessment and Recognition (PLAR). The projects typically involved PLAR as part of the apprenticeship process or as an individual assessment.

TABLE 6: Projects by Target Group

	Aboriginal People	Women	Visible Minorities	Disabled Persons
#	19	7	5	0

Of all the projects listed, few were aimed at specific target groups. Of those with identifiable target groups, projects that were directed towards Aboriginal people were the greatest in number. No projects were targeted towards persons with disabilities.

Ten projects indicated that they had conducted an evaluation. In three cases, the evaluation was a participant satisfaction rating. One project tracked participant employment rates post-training, while the fifth project used performance indicators to track success.

d. Essential Skills addressed

We attempted to determine which of the nine Essential Skills were addressed in the project. As mentioned above, when we drew our information from the online survey, we entered exactly what the respondent had indicated. When our information came from an Internet search, we had to make decisions about how to categorize the skills involved. When a project was described as a 'literacy' project, we have listed the four literacy skills (reading text, numeracy, writing, and document use). Only when a specific single essential skill was mentioned, did we list that skill. For thinking skills, if there was no precision on which thinking skill was used or if the respondent indicated all Essential Skills, only the main category of 'thinking skills' was checked. If there was a specific mention of any of the five subsets of the thinking skills then these skills were indicated.

TABLE 7: Essential Skills addressed by project (multiple mentions)

Skills	# of projects
Reading Text	112
Numeracy	100
Writing	91
Document Use	80
Oral Communication	40
Computer Use	28
Working with Others	26
Continuous Learning	23
Thinking Skills – all mentions	41
Problem Solving	26
Decision-Making	12
Job Task Planning and Organization	12
Finding Information	11
Significant Use of Memory	8

Not surprisingly, the greatest number of projects addressed reading text, numeracy, writing and document use, which form the basis of the traditional literacy activities. The federal government has funded literacy projects since 1989 and so these projects constitute the bulk of the projects identified. Even where we had information on recent projects provided by the sponsors themselves, the overwhelming number of these listed the literacy activities.

A few notable projects mentioned only 'document use' or 'numeracy.' These include:

- Apprenticeship Board, Manitoba Advanced Education and Training: Expanding Support Services for Trades-related Essential Skills Upgrading;
- Nova Scotia Partners for Workplace Education: Document Use: Training Tools for the Essential Skills Initiative;
- Saskatchewan Labour Force Development Board: Applied Mathematics for Trades; and
- SkillPlan: Numeracy Foundations in the Construction Industry; Numeracy at Work; Document Literacy in the Workplace.

We draw attention to these projects as they have intentionally isolated a skill set and developed tools to address that skill. These projects might be worth examining as models for further development of some of the less frequently mentioned Essential Skills.

There were fewer mentions of oral communication as a taught skill, and no projects dealt only with oral communication. Because we know from the literature that oral communication is typically a competency that is honed during any adult learning effort, we would have expected more mentions of this skill. We suggest that the strict distinction between literacy and ESL/FSL (English as a second language and French as a second language) used by government funders may be one reason we see fewer mentions. This might also have been influenced by our respondents' efforts to record only those skills that were explicitly taught as part of a program's learning objectives.

This latter feature, the explicit skills taught *vs.* the implicit skills, might also explain why there are few mentions of computer use. Many programs do use computers to assist in training, so we expected more mentions. Many practitioners see computers as a tool, in the same vein as a blackboard, and may not have intentionally set out to teach computer skills. We did include a project developed by UNITE for an integrated computer approach to teaching literacy and basic skills. While the project did not target tradespeople, it was dedicated to a workplace use of computers in a way that could benefit the trades.

The other Essential Skills – working with others, continuous learning, and thinking skills – were mentioned less frequently. It is not clear whether this is because these skills are not 'taught' in an intentional fashion in these projects, if these are not seen as 'teachable' skills, if they are embedded in the other skills, or if they are newer skills that have only begun to be addressed in the workplace.

The distribution of skills addressed in the various projects also leads one to wonder if there is a hierarchy of skills. This hierarchy could be based either on the level of needs or skills gap experienced, or on the availability of tools, teaching practices and techniques to teach these skills. In reality, probably both explanations are in play.

e. Apprenticeship and skilled trades

We examined which trades were targeted by the projects. The greatest number of projects targeted carpenters. In our database, we have several courses listed, all run by the Carpenters District Council of Ontario. These are integrated courses, in that Essential Skills are taught within the context of technical training. While the number of courses is large and perhaps gives a false impression of activity, these are just the type of projects that are extremely interesting to find because they demonstrate that Essential Skills are not a minor or stand-alone activity. However, these projects are not easy to uncover, and we are grateful to our respondent who took the time to identify them for us.

TABLE 8: Projects by Trade Targeted[3]

Trade	# of projects	Essential Skills Profile available
All trades (general)	36	
Carpenter	22	YES
Construction trades (in general)	20	
Crane operator	14	
Operating engineers trades	10	
Plumber	9	
Electrician	7	YES
Labourer	5	
Auto industry trades	4	
Mechanical trades	4	
Cook	3	YES
Heavy equipment operator	3	
Ironworker	3	
Steamfitter	3	
Steel trades	3	
Welder	3	
Drywall installer	2	
Floorlayer	2	
Millwright	2	
Powerline technician	2	
Pipefitter	2	
Sheet metal worker	2	
Bricklayer	1	
Painter and Decorator	1	YES
Roofer	1	
Tilesetter	1	
Trowel trades	1	

Construction trades and operating engineers' trades were predominant in our listing. They are all union organized and in many cases, the training is the responsibility of a union run training centre. Other factors that might have prompted activity include safety issues, failures to pass government exams or the presence of a training culture within the organization.

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[3] Items in italics indicate general rather than specific trades. Items in bold are Red Seal trades. Essential Skills Profiles available as of July 2004, and listed at http://red-seal.ca/english/analist_e.shtml, HRSDC Ellis Chart website.

Most of the trades that were specifically mentioned were Red Seal trades. Interestingly, these activities occurred without the benefit of an HRSDC Essential Skills Profile existing for the trade.

Nine projects either used the HRSDC website to find an appropriate Essential Skills Profile for their project, while one project used the National Occupational Analysis (NOA) to develop its competencies list.

Largely, projects did not focus on individual trades and many targeted "all trades." In some cases, projects were included in the database which could have an impact on the trades, but which were not developed specifically for the trades. For example, TOWES is well suited to be used by the trades, but the trades were not its principal target group.

f. Partnerships and funding

Determining who the project partners were was more difficult for information gathered through the Internet than through our online survey. Generally, project descriptions did not list partners. In some cases, partners were not part of the initial funding proposal but were involved in the project itself. However, there is no systematic way to determine this, especially with the older projects.

TABLE 9: Partners participating in projects (including project sponsor; multiple mentions)

Partner	# of projects
Labour union	84
Employer	47
Sector council	47
Community college	31
Apprenticeship regulatory body	18
Community-based organization	15
Employees	8

Labour unions were the partner most often mentioned in projects. This reflects the trades' involvement in training and skills development. However, it also may reflect labour unions' eligibility for government funding in comparison with the general restriction for employers receiving funding. Employers received only half as many mentions as labour unions as project partners.

We had expected that sector councils and community colleges would be more involved in Essential Skills projects. However, it seems that for the trades, the union plays the most active role.

We were able to find out projects costs for 24 projects. While a few were less than $5,000, the majority were about $100,000 with four projects over $250,000. Several projects were funded internally by the sponsoring organization.

TABLE 10: Funding sources of project

FUNDING SOURCE	# of Projects
HRSDC – NLS	66
HRSDC – HRP	17
Labour unions	10
Provincial/territorial Governments	10
Apprenticeship offices	10
Employers	8
Non-government organizations	7
Participants	3
Colleges	3
City Government	1
HRSDC – OLT	1

This overview of projects that link Essential Skills to apprenticeship and trades has found about 121 projects. The majority of these projects did not target one specific trade. There have been more projects in recent years and unions have sponsored most projects. The main funding source has been HRSDC's NLS.

We would end this section with one observation. Initially the term Essential Skills referred to the rather precise methodology established by HRSDC. The term was not a synonym for basic skills or literacy. If one were doing an Essential Skills project, a reference to the profiles or methodology would have been expected.

However, during the course of this research, we found most projects did not refer to an Essential Skills Profile or to the specific methodology of Essential Skills. Listing the skills without the full HRSDC definition as we did on our survey leaves the definition open to interpretation. Essential Skills could become a 'catch-all' phrase such as 'basic skills' used to be. HRSDC might want to consider how important it is to have the term used only when referring specifically to the Essential Skills as defined by HRSDC and the profiles.

4. Responsibility for Essential Skills and the Relationship to Apprenticeship

The second aspect of the project was to provide information for each province and territory about:

- the responsibility for Essential Skills
- the structure of the apprenticeship program
- the apprenticeship curriculum development process
- entry requirements for apprenticeship programs

We subsequently confirmed that information about the structure of the apprenticeship program, the apprenticeship curriculum development process, and the entry requirements for apprenticeship programs was not required, although the CLBC did need to be aware of those facts in assessing the information it uncovered.

Surveys were sent to every jurisdiction to ask the following questions:

- Which official in your province/territory is responsible for Essential Skills?
- Which official in your province/territory is responsible for 'workplace literacy' and/or 'workplace education'?
- How do you relate to your province/territory's apprenticeship office? (Same department, same Assistant Deputy Minister (ADM), informal relationship, not housed in the same department)?
- How does your province/territory define Essential Skills (use HRSDC's ES; have our own list; do not use the term Essential Skills)?
- Does your province/territory have a policy governing Essential Skills?
- Does your province/territory support a mechanism to bring business, labour and government together to discuss Essential Skills?
- Have you sponsored projects that link Essential Skills to apprenticeship?

To date we have received information from nine jurisdictions – PEI, Nova Scotia, New Brunswick, Newfoundland and Labrador, Manitoba, Alberta, Nunavut, NWT and Yukon. In Ontario, our initial inquiry was referred to the ADM responsible for federal/provincial relations, and all other jurisdictions have received at least one reminder.

Findings

Below is a compilation of our findings to date.

Table 11: Responsibility for Essential Skills by Province/Territory

Province	Provincial/Territorial official/office responsible for ES	Provincial/Territorial official/office responsible for workplace literacy	Relationship between offices responsible for ES and apprenticeship
Alberta	Skills Investments Division Alberta Human Resources and Employment	Alberta Human Resources and Employment	Not housed in the same department
Manitoba	Sandi Howell Coordinator, Workplace Education and PLAR Industry Training Partnerships, Advanced Education and Training (ES working group includes Adult Learning and Literacy; Apprenticeship, Employment Training Services and Industry Training Partnerships)	Sandi Howell Coordinator, Workplace Education and PLAR Industry Training Partnerships, Advanced Education and Training	Housed in the same department
New Brunswick	Gérald Nadeau Director Apprenticeship and Occupational Certification Training and Employment Development	John Cunningham Executive Director Workforce Development Strategy, Training and Employment Development	Housed in the same department

Province	Provincial/Territorial official/office responsible for ES	Provincial/Territorial official/office responsible for workplace literacy	Relationship between offices responsible for ES and apprenticeship
Nova Scotia	Apprenticeship Training and Skill Development Division Department of Education	Marjorie Davison, Manager, Apprenticeship Training and Skill Development Division Department of Education	Housed in the same department
Newfoundland and Labrador	Wayne Oakley, Newfoundland and Labrador Director of Institutional and Industrial Education, Department of Education	Wayne Oakley, Newfoundland and Labrador Director of Institutional and Industrial Education, Department of Education	Housed in the same department
Prince Edward Island	Department of Education	Barbara Macnutt Manager of Literacy Initiatives Continuing Education and Training Department of Education	Housed in the same department

Province	**Provincial/Territorial official/office responsible for ES**	**Provincial/Territorial official/office responsible for workplace literacy**	**Relationship between offices responsible for ES and apprenticeship**
Yukon	Brent Slobodin, Director, Labour Market Programs and Services Advanced Education Branch Department of Education	Carol Leef Labour Market Development Officer Labour Market Programs and Services Department of Education	Housed in the same department
Northwest Territories	College and Career Development, Department of Education, Culture and Employment	College and Career Development Department of Education, Culture and Employment	Have the same Assistant Deputy Minister
Nunavut	Department of Education	Department of Human Resources	Have the same Assistant Deputy Minister

Table 12: Provincial and Territorial involvement in Essential Skills

Province	Provincial/Territorial definition of ES	Provincial/Territorial policy governing ES	Mechanism for bringing business, labour and government together around ES issues	Sponsorship of projects linking apprenticeship and ES
Alberta	Use the HRSDC list of 9 Essential Skills	NO	YES	NO
Manitoba	Use the HRSDC list of 9 Essential Skills	YES (currently in a draft format)	YES	YES
New Brunswick	Use the HRSDC list of 9 Essential Skills; have created own list of ES for entry level skills (see HRSDC ES list as pertinent for end of apprenticeship, not beginning)	NO	YES	YES (doing project now and will be working with other provinces)
Nova Scotia	Use the HRSDC list of 9 Essential Skills	NO	YES	YES
Newfoundland and Labrador	Use the HRSDC list of 9 Essential Skills (have utilized the 9 essential skills from HRSDC and incorporate as courses in our apprenticeship curriculum)	YES (have 7 courses developed to cover all 9 essential skills)	YES	NO

Province	Provincial/Territorial definition of ES	Provincial/Territorial policy governing ES	Mechanism for bringing business, labour and government together around ES issues	Sponsorship of projects linking apprenticeship and ES
Prince Edward Island	Use the HRSDC list of 9 Essential Skills	NO	YES	YES
Yukon	Use the HRSDC list of 9 Essential Skills	NO	NO	NO
Northwest Territories	Use the HRSDC list of 9 Essential Skills	NO	YES	YES (projects are indirectly linked)
Nunavut	Use the HRSDC list of 9 Essential Skills	NO	NO	YES (offered pre-trade courses)

All but one of our respondents (Nunavut) indicated that the responsibility for Essential Skills and the responsibility for workplace literacy/education lie within the same department. In all cases except Alberta, the department that has the responsibility for Essential Skills also takes responsibility for apprenticeship. It is also interesting to note that the responsibility for literacy in general lies within another department altogether for Alberta and New Brunswick.

In Manitoba, New Brunswick, Nova Scotia, PEI, Yukon, NWT, and Newfoundland and Labrador, responsibility for apprenticeship, essential skills, and workplace literacy/education are all in the same department. In all provinces, except New Brunswick, these departments are also responsible for the partnership with the NLS, which mirrors the relationships within HRSDC.

All respondents used the HRSDC list of Essential Skills and none had developed its own list. One province, New Brunswick, has been developing profiles for entry to apprenticeship, as the existing profiles are based on workers who are fully functioning in the occupation.

Manitoba is the only province that has a policy on Essential Skills. In addition, Manitoba is the only province with an intra-departmental Essential Skills committee.

All provinces have mechanisms that bring together workplace partners to discuss Essential Skills issues. Unfortunately, we did not ask for more detail on this aspect, and so are not able to report on the nature of the mechanism.

All but one province reported some activities and projects related to Essential Skills and Apprenticeship. We have these projects in the database, except for the province of New Brunswick, which did indicate that its work was just beginning, and the nine courses that Newfoundland has developed.

In conclusion, we found that people were willing to identify an area responsible for Essential Skills. Manitoba appears to have embraced the issue quite readily a draft policy and an intra-departmental committee.

4. Conclusion

While we were able to identify 121 projects related to apprenticeship and the trades, having the same type of information for all projects dealing with Essential Skills for all occupations might have assisted us in understanding the differences and similarities when projects deal only with the trades.

The research found projects in most regions of the country (except Quebec), a strong level of leadership by organized labour, and a growing involvement of apprenticeship authorities. Obviously, there is still much to be done – such as promoting the development of Essential Skills tools.

It is clear that people do understand the importance of several of the Essential Skills and feel comfortable dealing with them. However, research is needed to understand how the newer Essential Skills can be taught and understood in relation to apprenticeship.

The interest on the part of the provinces and territories as noted through the designation of people responsible for Essential Skills is a good foundation for future work. The involvement of several apprenticeship offices speaks well for the linking of Essential Skills and the trades.

Annex A: Summary list of projects identified

Essential Skills Projects

Name of Group	Title of Project	Description
Aboriginal Human Resource Development Council of Canada	Alberta Aboriginal Apprenticeship Project	The goal of this project is to increase the number of Aboriginal People entering and completing trades training in Alberta by assessing essential skills levels and developing essential skills focused curriculum for up-skilling.
Association of Community Colleges of Canada	Essential Employability Skills Phase I	1) To document the extent to which and methods by which Canadian colleges and institute integrate Essential Employability Skills into curricula 2) Develop case studies and an inventory of resources describing skills integration among different college populations (regular students, young adult learners and apprenticeship students) 3) Develop and implement a communication strategy including a National Symposium to make the results and resource materials widely known and available to the community college system and employer groups
Atlantic Labourer's International Multi-Locals Training and Rehabilitation Trust Fund		A mobile approach to literacy training using a trailer/van which will travel to workers at construction sites and small communities.
BHP Billiton Diamonds Inc.	BHP Diamond Mine	Early work included developing essential skills profiles for our four entry-level positions, following the guidelines of the National Occupational Classification. The consultants used this information along with the Test of Workplace Essential Skills (TOWES) to develop a customized "Pre-Assessment TOWES", a tool for identifying learning gaps. In the midst of all this, Skilltest conducted a formal essential skills needs assessment to help identify potential program components. Program components included orientation, progression plans, all technical training, soft-skills training, supervisory training. Workplace Learning Program includes reading, writing, math, oral communication, and ranges from pre-literacy to pre-apprenticeship.

Name of Group	Title of Project	Description
Bow Valley College	Apprenticeship Reading Program	The Apprenticeship Reading Program is offered to skilled or entry-level construction workers who need better reading skills to pass the apprentice entrance exam and continue their studies at SAIT or NAIT. The program's focus is Grades 6 to 9 reading levels. The program uses a flexible modular format that is primarily designed for independent study supplemented with seminars and some classroom instructions. Workers who must pass the apprenticeship entrance exam; workers taking trades training at NAIT or SAIT who require additional training in reading; supervisory and non-supervisory workers whose first language is not English.
Bow Valley College	Construction Craft Labourer Training Program	Construction Craft Labourer is a newly designated occupation in Alberta. Workers who are currently doing this work and wish to be certified are now required to pass a certification exam through Alberta Apprenticeship office. At Bow Valley College, construction workers have access to tailor-made training that can prepare them to challenge the certification exam. The program can be taught in a traditional classroom setting, self-taught or delivered through one-on-one tutoring.
Canadian Auto Workers Union	Basic Education and Skills Training Transformations	50% paid time and 50% personal time. Use of peer instructors. Emphasis on a learner-directed model, using adult learning principles. A curriculum more standardized. Different modules and levels, with a certification of completion for each. Options to address emerging priorities and needs in workplace.
Canadian Auto Workers, Local 3005	Aerospace Sector: Basic skills needs assessment	The goal of the project was to identify and prioritize the generic workplace literacy skills common across all jobs/occupations within the industry to provide a statistical reference base for future curriculum and course development and to develop recommendations to the industry for program development.

Name of Group	Title of Project	Description
Canadian Automotive Repair and Service Council	National Strategy for Essential Skills Development Project	The project will design, develop and implement, on a national basis, a consistent and comprehensive essential skills assessment tool to assess the current essential skill level of personnel in the automotive repair and service sector. A report outlining the current essential skill levels of the industry's work force will be generated which will allow for the development of curriculum that will remediate any identified gap in skill level of the work force. The objective is to develop and start to implement a National Essential Skills Strategy for the automotive repair and service sector. Some of the main activities: 1. Develop in-house skills and knowledge required to address essential skills needs. 2. Review and adapt / customize if necessary the essential skills profiles of seven occupations (including 3 red seal trades: truck-trailer repairer, recreation vehicle service technician, truck and transport mechanic). 3. Research existing essential skills assessment tools as per their suitability to assess essential skill levels in automotive repair and service sector. 4. Conduct assessment to identify essential skill levels of current workforce in automotive repair and service sector on a national basis to establish a baseline for future evaluation. 5. Assess existing trainings of seven occupations as per the level of essential skills and identify essential skill gaps with essential skill profiles. 6. Modify/develop training curriculum for seven occupations to address essential skill gap needs. 7. Develop a phase II proposal to address the essential skill needs of 17 other occupations - including 6 red seal trades), based on the expertise acquired during this project.
Canadian Automotive Repair and Service Council	Integrated Essential Skills Development for First Nations	The Canadian Automotive Repair & Service Council (CARS) will provide integrated essential skills development to First Nations communities and organizations. CARS will provide aboriginal communities with an expanded training infrastructure which would provide individuals with access to training opportunities including essential skills development, basic technical skills training, automotive and related training and life skills training.
Canadian Bricklayers Literacy Committee	Workplace Literacy in the Trowel Trades	To develop a literacy model for the trowel trades that creates and tests an assessment tool, accesses local resources, builds partnerships and engage union members in life-long learning.
Canadian Manufacturers & Exporters, BC Division	TeamTime	To develop a model and materials for learning lean manufacturing through teams for all workers regardless of essential skill levels

Name of Group	Title of Project	Description
Canadian Operating Engineers Joint Apprenticeship and Training Council (COEJATC)	Canadian Operating Engineers Workplace Essential Skills Project	The objective of this project is to develop national learning/curriculum outcomes that will be used to develop national diagnostic tools and training programs to identify and improve workplace Essential Skills to better facilitate the mobility of Operating Engineers and address regional skill shortages. One of the purposes of this project was to identify the Workplace/Essential Skills needed by Heavy Equipment Operators and Crane Operators. They compiled a chart listing the workplace skills, associated Essential Skills and learning outcomes (related tasks and knowledge) as well as a checklist of applicability to Heavy Equipment and/or Crane Operators. The Essential Skills Profile and the available occupation analysis were analyzed and summarized to ensure that the Essential Skills Learning Outcome chart would be as complete as possible before the validation process.
Canadian Operating Engineers Joint Apprenticeship and Training Council (COEJATC)	NeedsAssessment for National Literacy Initiative	The Canadian Operating Engineers Joint Apprenticeship and Training Council is a national body which facilitates and enhances training for Operating Engineers across Canada. Due to an inadequate supply of skilled trade workers, the Canadian construction industry is on the verge of a crisis as identified in the 1997 Labour Market Analysis. Due to changes in technology and work procedures members who wish to upgrade their skills are limited due to difficulties with literacy and numeracy. The NLS has partnered with Operating Engineers locals across the country in some innovative projects, but there has never been the opportunity to deal with their literacy needs on a national basis until now. The Union is now proposing to organize and host a national meeting involving all stakeholders who will help identify and address the literacy and basic skills issues for current and future Operating Engineers across Canada. This meeting will lead to a strategy for future action. A written report with recommendations will be submitted to the NLS.
Canadian Operating Engineers Joint Apprenticeship and Training Council (COEJATC)	Workplace Essential Skills	To review and update the Essential Skills profile for the Heavy Equipment Operators (NOC 7421)and to develop diagnostic tools to identify deficiencies and an inventory of training programs to address deficiencies. These products are intended for use by entry level and/or in-service operators. The Essential Skills Profile and the available occupation analysis were analyzed and summarized to ensure that the Essential Skills Learning Outcome chart would be as complete as possible before the validation process. The next steps in this project will be to link the validated learning outcomes with assessment tools and training that exist, and/or develop tools and training to meet the requirements of the learning outcomes.

Name of Group	Title of Project	Description
Canadian Steel Trade and Employment Congress	Basic Skills Training: Workers in plant closure and short term layoff situations	The project will develop and test methodologies and models to deliver basic skills and workplace literacy to workers in plant closures and lay-off situations.
Carpenters District Council of Ontario	Basic Residential Wood Framing	Platform frame construction methods and materials are taught, including layout, calculations and hands-on construction techniques.
Carpenters District Council of Ontario	Level & Transit	Construction site layout course utilizing level and transit instruments, includes terminology and relevant math work
Carpenters District Council of Ontario	Foreman's Course	Trains Carpenters to take on supervisory positions on the site. Educates them in areas such as communications, leadership, planning & scheduling, decision making etc.
Carpenters District Council of Ontario	Construction Math for Carpenters	Carpentry related math course. Primary introduction leads to more advanced problems
Carpenters District Council of Ontario	Certificate of Qualification upgrade	A preparatory course of study for apprentices/others who are soon to write the Interprovincial exam.
Carpenters District Council of Ontario	Carpenters Blueprint reading / Drywall Blueprint reading	Course teaches carpenters and drywallers about the language of blueprints; gives them hands-on use of construction drawings to answer drawing specific questions.
Carpenters Local Apprentice Committee	Outreach and Literacy	An outreach strategy designed to reach target groups under-represented in the union and the development of a literacy curriculum specific to the construction trades.
City of Windsor	Occupational Terminology Workshops	This is a new program aimed at providing internationally trained tradespeople with career plan development and language assessment, occupationally specific terminology training, and job search skills. The plan is to raise awareness with employers about the program and its participants in order to facilitate participants entry into the job market.

Name of Group	Title of Project	Description
Communications, Energy and Paperworkers Union of Canada	Phase II, CEP National Literacy Project	Communications, Energy and Paperworkers Union (CEP) is a labour union that places a high priority on members' development of skills for their daily lives, in the workplace and in the community. This project is the result of Phase I where a need assessment was conducted on literacy activities throughout the union. The results of the survey provided the data that indicated the need for continuous learning and improvement of a broad set of literacy skills in the workplace and in the community. This two year project will 1) facilitate the development of well-organized and well-connected literacy activists; 2) develop and establish literacy committees and provide them with a "Literacy Activists Kit" that will include the resources, contacts, materials and tools to help promote and facilitate literacy learning development programs in their local, province or region; and 3) identify, develop, translate and publish a "Directory" of regional provincial and community partners for the assessment, program development and delivery of literacy activities across the country. The objectives and outcomes for this initiative will be measured by the development of a "CEP Essential Skills Data Base". A written report with a copy of the materials developed will be submitted to the NLS.
Communications, Energy and Paperworkers Union of Canada	Phase I, National Project on Literacy	The Communications, Energy and Paperworkers Union of Canada (CEP) will conduct a needs assessment of its members throughout Canada. They will develop a questionnaire in French and English to identify their needs, interests, and understanding on a variety of literacy issues. CEP will also publicize the outcome in a course manual through the National Education Committee. Staff representatives will attend workshops to understand literacy issues and help their members with low literacy levels. To raise awareness of its members with low literacy CEP will also use collective agreements, constitution rights of the National Union and By-Laws as tools. Union newsletters, the education program, information pamphlets and constant support from the CEP National Executive Board are important ways to increase the number of CEP members participating in literacy projects. The project will culminate with a presentation to the 2000 CEP convention where a long term strategy will be endorsed

Name of Group	Title of Project	Description
Construction Owners Association of Alberta	Building Capacity: Essential Skills for the Construction Industry	The Construction Owners Association of Alberta (COAA) brings together those businesses and organizations which use construction services in their day-to-day operations. COAA's purpose is to promote construction excellence by facilitating initiatives that benefit the industry as a whole. COAA will: A) broaden the literacy curriculum developed in the initial phase of this project to make it suitable for all construction trades. The curriculum will deal with issues such as the mid-level IALS reading and will be designed to allow for a self-paced approach; (the project is in partnership with Alberta Learning) B) develop a construction specific math program based on an existing Working in Numeracy (WIN) program and pilot the revised program at a large construction site and at a small construction business or union. This will result in curriculum that will have four levels of increasing complexity with the first level adapted for low level learners; and C) will develop promotional strategies for the construction industry to expand its understanding and involvement of what occurs in essential skills programs. A fourth component aimed at low level learners using an assessment tool developed in the first NLS project is being funded by Alberta Learning. A Steering Committee is established with construction industry representatives to oversee these initiatives. A written report and a copy of the new curriculum will be submitted to the NLS.
Construction Owners' Association of Alberta	Building Capacity - Essential Skills in the Construction Industry in Alberta	The Construction Owners Association of Alberta, comprised of those companies and organizations that use construction services in their day-to-day operations, will undertake four essential skills activities: the development of a model for instruction for workers with low literacy levels; the design and piloting of a curriculum for intermediate level workers; the modification and piloting of an existing program for higher level workers; and the promotion of essential skills to the industry.
Construction Sector Council	Construction Sector Essential Skills Workshop	The objective of the project is to hold an Essential Skills Workshop that will raise awareness within the construction industry regarding essential skills and obtain industry input and buy-in. A strategy document will be developed that will form the basis of future Essential Skills activities in the construction sector. This workshop was held in order to: (I) identify sector priorities and opportunities for the council to value-add to the work being done in Essential Skills for the construction trades. (ii) Coordinate Sector initiatives related to Essential Skills. (iii) Sector-wide marketing of the value of Essential Skills. (iv) Disseminate Essential Skills information. (v) Create a standardized "best practices" strategy document that individual trades could use. (vi) Widely disseminate the results of the workshop throughout the industry. The workshop is seen as a best practice for other sector councils. Workshop was held in November 2003

Name of Group	Title of Project	Description
Cummins EP Consulting, Inc.	ESCORT (Essential Skills Computerized Occupational Readiness Training)	Evaluation, enhancement, and promotion of Internet-delivered, computer-mediated process that assists low-literate adults to qualify for and obtain entry-level employment consistent with their individual interests and abilities. Combines portfolio development with targeted online learning using PLATO integrated learning resources.
Education Learning Literacy Network	Literacy Skills Development, Transfer and Application: A Literacy Program for Adult and Older Adolescent Learners	The Education, Learning, Literacy Network will develop a literacy program that focuses on developing critical reading and thinking skills to assist TAGS literacy learners reach a range of goals. The project will involve developing a set of reading materials for learners, and a companion set of instructional materials for instructors/tutors. The program will enhance the expertise of learners in developing critical reading, writing and thinking skills, and in transferring this knowledge to writing exams and reading trades related materials (fishing, carpentry, plumbing, electrical work, welding, etc.). The program will be socially and culturally meaningful and will help bridge the gap between the 'academic' aspect of learning literacy skills and the applicability of those skills to future personal and work related contexts. The project will include providing in service workshop/teleconference sessions to help literacy providers make effective use of the program. Copies of the completed program will be sent to literacy experts for review and evaluation instruments will be developed to measure the success of the program for learners.
Fanshawe College	Preparation for Access to Trades and Technology	Program is composed of three courses: 60 hours of English (occupationally specific terminology); 25 hours of skill level identification in shop; 30 hours of portfolio development. Most participants have full-time employment at the end of the program. The program includes language training, resume writing, job-search techniques, and mentorship with previous graduates acting as mentors.

Name of Group	Title of Project	Description
International Brotherhood of Electrical Workers (IBEW)	IBEW Essential Skills Needs Assessment	The International Brotherhood of Electrical Workers serve the interests of approximately 55,000 members in Canada working in the following sectors: construction, utilities, telecommunications, government, mining, paper mills manufacturing and railroads. In June 2001 the IBEW unveiled Vision of Excellence 2001: Action Plan for Strengthening the IBEW in Canada. This report included a Lifelong Learning Agenda which identified four learning targets and associated activities: Skills Training, Labour Education, Organizing and Essential Skills. This proposal builds from IBEW's public commitment to conduct an Essential Skills Needs Assessment. This initiative will identify a national, multi-sector research plan that will assist the IBEW in identifying essential skills learning needs among its current workforce and how they may be best addressed. The research will also be conducted in the construction and utility sectors which is 70% of the IBEW membership and is currently dealing with a variety of human resource challenges. The organization will establish an Essential Skills Steering Committee with a representative from the various stakeholders in each sector to ensure the effectiveness of the project. This project will help the IBEW Canadian Office and its Local Unions support the efforts in developing essential skills products, tools and services. To evaluate the success of this project a feedback form will accompany the report on the IBEW's Web site and users will be invited to voice their comments. A written final report with a copy of the needs assessment will be submitted to the NLS.

Name of Group	Title of Project	Description
International Brotherhood of Electrical Workers (IBEW)	Implementing an IBEW National Essential Skills Strategy	This project was conducted in two phases starting in 2001 with a needs assessment. The recommendations in an Essential Skills Needs Assessment of IBEW Members in Canada (Construction and Utility) provided the blueprint for a National Essential Skills Strategy. This strategy includes the following objectives: 1. To engage IBEW Local Union leaders across the country in supporting the IBEW's National Essential Skills Strategy and in linking the findings of the national needs assessment to a local context. 2. To identify how the findings from the IBEW's needs assessment in the construction and utility sectors apply to members in other sectors (i.e., Government & Telecommunications; Paper Mill, Mining & Manufacturing; Railroad). 3. To engage contractors (construction) and employers (utility) across the country in supporting the IBEW's National Essential Skills Strategy and in linking the findings of the national needs assessment to a local context. 4. To foster a culture of continuous learning among those working as journeyperson electricians with an emphasis on building and maintaining reading text and finding information skills at the levels benchmarked for Red Seal occupations by HRDC. 5. To develop learning resources that will assist journeyperson electricians with provincial Certificates of Qualifications in obtaining Interprovincial (Red Seal) tickets with an emphasis on strategies for multiple-choice trade certification examinations and note taking. This enhances employability by enabling them to work in all jurisdictions across Canada. 6. To engage the Canadian Apprenticeship Forum (CAF) in supporting the IBEW's National Essential Skills Strategy and in exploring potential partnership opportunities. 7. To support the integration of essential skills into a training plan being developed by the IBEW for instrumentation. 8. To heighten awareness of essential skills issues, resources and best practices among key stakeholders (i.e., Labour, Management, Government, training providers) across sectors employing IBEW members.
International Union of Bricklayers and Allied Craftworkers, Local #2 BC	Preparing for Technical Training	Preparing for Technical Training is a home study package developed to help prepare bricklaying apprentices for technical training. Included in the package is information about essential skills, a math assessment, an answer key, suggestions for what to do next and information about where to go for help. All numeracy and reading questions have been chosen because they reflect real on-the-job and technical training requirements of apprentices.

Name of Group	Title of Project	Description
Keyano College	ERIC Program	ERIC (Effective Reading in Context) emphasizes on equipping construction workers with the reading strategies needed for increased efficiency with written material. Participants are taught three upper reading processes – how to generalize, synthesize and analyze the materials they encounter at work each day along with a unit on study for life-long learning success. Instructional materials are tailor-made using actual examples from the participants' workplace.
L.I.U.N.A. Local 183 Training and Rehabilitation Centre Trust Fund	Integration of Literacy Training into Construction Skills Training Program	Phase I - Design and implementation of a literacy needs assessment and design and implementation of a "pilot" literacy curriculum for selected construction trades. Phase II - To continue work to integrate literacy into construction skills training by adapting/developing job-specific learning materials; designing and piloting instructor training workshops; creating a step-by-step guide for instructors.
L.I.U.N.A. Local 183 Training and Rehabilitation Centre Trust Fund	Workplace Literacy Resource Centre - Construction Skills Training	To establish a resource centre of curriculum and other materials and to train trainer to complement existing skills training
Labourers' Local 1089 (1985) Training and Rehabilitation Trust Fund	Construction Labourer	Labourers' Local 1089 will integrate literacy into a basic skills training package
Manitoba Apprenticeship Branch	Benchmarking Trades-Related Essential Skills	This project develops diagnostic assessment packages that allow apprentices (in collaboration with trades trainers and/or adult educators) to determine their readiness for technical training. More specifically, this involves developing a) interview forms, b) fact sheets, c) self-assessment tools, d) skills assessments and e) feedback sheets for various trades.
Manitoba Apprenticeship Branch	Raising the profile of Trades-related Essential Skills	1) integration of Essential Skills information into existing promotional materials and processes. Examples include including ES details in apprenticeship Portfolios, ES information in promo binders, creation of a brochure about ES. 2) increased awareness amongst apprentices, trades qualifiers and the public about Essential Skills as they relate to trades, technical training and certification. Examples include presentations, articles and meetings. 3) increased awareness about Essential Skills amongst trade instructors, adult educators and other upgrading providers. Examples include presentations, meetings and training sessions

Name of Group	Title of Project	Description
Manitoba Apprenticeship Branch	Expanding Options and Support Services for Trades-related Essential Skills Upgrading	This project was designed to increase options and support services for apprentices and trades qualifiers who have determined they would like trades-related upgrading. The following projects are in development as part of this initiative: 1) a modular, trades-related upgrading credit is being developed to address trades math, document navigation, study skills and test-taking skills. It would be offered through Adult Learning Centres across Manitoba, and could also be used as non-credit course materials in other settings 2) an ESL-focused Essential Skills course is being to support Hairdressers who are preparing to write their Red Seal exams 3) Trade-specific upgrading courses and tutoring services have been piloted to respond to needs identified through the assessment process; these models will be implemented in other areas 4) Improvements are being implemented in products, process and services to address the necessary and available support services at colleges for apprentices 5) An inventory of existing trades-related upgrading options (websites, materials, courses) is being created
Manitoba Women in Trades and Technology Association	Instructors' Guide	The project will review and critically analyze the literature on women and trades-related literacy, to generate a list of generic trades-related reading materials needed to carry out reading activities, to identify skills and knowledge required by pre-trades.
Manitoba Women in Trades and Technology Association	Instructors Handbook for Integrating Workplace Literacy Skills into Practical Training	The project will do the final preparation and publication of the handbook, which was researched and developed in Phase I of the project (1992)
MCC Employment Development	Trade Entry Program	Participants in the Trades Entry Program receive 10 weeks of classroom instruction in English, math and science, all with a focus on preparation for the workplace. Instruction is also given in Life Skills, which covers such topics as working in teams, developing positive attitudes, responsibility, building relationships and conflict resolution. The second training component occurs at SAIT, where participants undertake six weeks of technical training which includes safety training and an emphasis on hand skills and practical knowledge. The third and final component is the five-week work experience placement.
McLeod Adult Learning Centre	Success in Technical Occupations	Adaptation of high school advanced math and physics courses to include workplace applications and problem-solving skill-building related to technical occupations including skilled trades and apprenticeships programs (i.e., Manitoba Hydro).

Name of Group	Title of Project	Description
Metro Community College	Gateways to Apprenticeship	Gateways to Apprenticeship is a full-time training program focused on upgrading the English language, math and science skills of workers who already have experience in a trade or who want to become apprentices. The topics covered in the classroom are supplemented with a five- to six week work experience.
Mohawk Council of Akwesasne Adult Education Program	Akwesasne Trades and Literacy/Numeracy Project (Nuts and Bolts)	The Mohawk Council of Akwesasne Adult Education Program will research and develop a multi-trade based curriculum with a literacy, numeracy and workplace safety focus. This curriculum will be field-tested for 20 weeks with a group of 18 - 24 year- old aboriginal learners who have little or no workplace experience. Learner and facilitator evaluations will be conducted and a final report including recommendations will be written.
New Brunswick Pipe Trades Association	Development of Specialized Literacy Training for Trades	The project will develop specialized literacy curricula in basic reading and mathematical skills for adults.
NorQuest College	Pre-Trades Math and Science Program	This program provides highly focused training to enhance participants' knowledge of the math and science they need to pass the trade entrance exam level 1 or 3. The target participants are Workers who have applied for an apprenticeship but need a stronger understanding of math and science, and workers who have scored between 45 percent and 65 percent on the apprenticeship entrance exam and wish to retake the exam.
Northern Lights College - Tumbler Ridge Campus	Literacy Support for Bullmoose Mine Workers - Phase I	Northern Lights College, in partnership with Tumbler Ridge Literacy Association and the Bullmoose Mine Local 443, Communications, Energy and Paperworkers Union (CEPU), will select, adapt and implement a peer tutoring program to increase the literacy skills of employees, in preparation for the closure of the Bullmoose Mine in 2002. To do this, a co-coordinator will assess needs; work with representatives from the Union and Bullmoose Mine to draw up a plan of action; select an appropriate workplace literacy program; evaluate existing curriculum and materials; implement the program; provide ongoing support to tutors; set up a forum for learner feedback; raise community awareness; and prepare and submit a final report. The project will be evaluated through feedback from learners, tutors and other stakeholders.

Name of Group	Title of Project	Description
Northern Lights College - Tumbler Ridge Campus	Tumbler Ridge and CEP Mineworkers Adults Literacy Project - Phase II	Northern Lights College, in partnership with the Communication, Energy and Paperworkers Union Local 443, will complete and consolidate the development of their program model to assist displaced workers in acquiring literacy skills necessary to achieve gainful employment. As the closing date for the Bullmoose Mine approaches in the current year, the project will expand to assist participants in literacy and employment skills. While focusing on employees at the Mine, it will also offer its services to the community through a Literacy Council supported by Laubach Literacy Canada. A Literacy Coordinator will meet with Union workers to plan activities for the year; recruit and train additional volunteers for the job search component; develop a training plan; match volunteers with learners; target local industries and businesses for support; provide avenues for learner feedback; review existing curriculum; and raise awareness within community organizations. Project effectiveness will be assessed through student journals, staff feedback and interviews.
Nova Scotia Community College (NSCC)	Literacy Across the Curriculum	An in-servicing module will be developed for NSCC teachers in trades training programs to introduce the concept of literacy across the curriculum. These instructors will also be provided with practical strategies to incorporate reading, writing and basic math.
Nova Scotia Community College (NSCC)	Apprenticeship Improving Academics	The Nova Scotia Community College, Truro Campus, in partnership with the Colchester Adult Learning Association (CALA) and various agencies and businesses in the community, will research, develop, promote, and pilot a literacy initiative aimed at increasing awareness of, and addressing the need for, adult upgrading in the fields of independent business and apprenticeable trades. The project will identify the literacy needs of individuals apprenticed or self-employed to ensure that they have the ability to continue with their apprenticeship training and/or secure employment. To do this, the College will conduct a literacy needs assessment, using a series of surveys and interviews, to determine the types of upgrading programs and supports needed by the apprentice able trades and independent businesses in Colchester County. The information will be compiled to ensure the curriculum is based upon work appropriate contextualized themes. A test pilot will be designed and implemented by CALA. It will involve advertising to promote the program, conducting entrance interviews and ability testing, testing of the program, and conducting student assessments. The design will also include an evaluation and documentation component allowing CALA to compile statistics and report on the outcome of the pilot. A final report will be distributed to the various partners involved, including the Department of Education, Career and Transition Services, the Apprenticeship Division, and the County Regional Development Authority.

Name of Group	Title of Project	Description
Nova Scotia Department of Education/Nova Scotia Community College	Apprenticeship Essential Skills Initiative	The Department of Education has developed an individualized learning plan process to help apprentices succeed in the technical portion of their apprenticeship training. Some apprentices enter training without the level of academic skill required to be successful in the technical portion. While they have demonstrated excellent job skills, they have not had the opportunity to use, and therefore, to hone essential skills. This often prevents the apprentice from successfully completing the technical training or may require that some portion of the training be repeated. The Learning Plan Development Process has been designed to ensure this doesn't happen. This initiative includes essential skills programs with many delivery options such as tutoring, on-site programming and assessment. There are also support resources such as customized assessment tools and curricula. The process includes the development of comprehensive essential skills reading, writing, math and science assessments and customized education programs designed to provide apprentices with the essential skills needed to be successful in their apprenticeship training. The learning plan process was piloted with ironworker, carpenter, industrial mechanic, painter/decorator and electrician apprentices. Overall, the project includes the development of 10 trade group informal assessment tools and other support, and promotional materials.
Nova Scotia Departments of Education and Community Services	One Journey-Work and Learn	Government, industry, labour and community form a partnership to respond to a shortage of skilled workers by providing customized essential skills training to social assistance recipients with a job to follow.
Nova Scotia Partners for Workplace Education	Document Use: Training Tools for the Essential Skills Initiative	The Nova Scotia Partners for Workplace Education are proposing to develop the ' Document Use' Refresher course, a multi-use tool for apprentices, tutors and instructors that would be customized to trades training. The curriculum would draw from 'Document Use' applications shared across trades and be tailored to the specific trade. Trades for consideration include: Carpenter, Construction Electrician, Industrial Electrician, Industrial Mechanic, Machinist, Plumber, Refrigeration and Air Conditioning Mechanic, Sheet Metal Worker, and Steam Fitter/Pipefitter. The 'Document Use' Refresher course would immediately precede technical training and be available in the same educational institution where the technical training is delivered. It would be added to the Virtual Campus of the Nova Scotia Community College (NSCC) where students would have the option to use it while taking their technical training on-line. This would offer a flexible and adaptable combination of internet, in-class training or studying while on-the-job for students. The model would be geared to all new apprentices with a grade 9 education or higher.

Name of Group	Title of Project	Description
Nunavut Arctic College	Pretrade Course - Baker Lake	Upgrading English, Math and Science skills for students wishing to pass Trade Entrance Exam and become apprentices
Nunavut Arctic College	Pretrade Course - Rankin Inlet	Upgrading English, Math and Science skills for students wishing to pass Trade Entrance Exam and become apprentices
Operating Engineers Education and Development Inc.	Workplace Integrated Skills Program	The program pilots numeracy and reading curriculum with appropriate occupational and workplace themes. Training materials are developed specifically for the workplace, using workplace examples.
Operating Engineers Education and Development Inc.	Phase II: Learning for Life Campaign	The Operating Engineers Education and Development Inc. will launch a campaign to promote lifelong learning among OE members and motivate them to participate in its Workplace Integrated Skills Program; develop trade-based training materials; test the material; develop a basic skills assessment instrument and work to integrate the program into its ongoing training programs.
Operating Engineers Education and Development Inc.	Basic Needs Assessment	The group will ensure that people working in the construction industry possess basic skills sufficient to enable them to respond to workplace changes and will ensure that the industry remains competitive by gathering information in order to design an effective basic skills upgrading program as a bridge to OEEDI's ongoing training programs.
Operating Engineers Education and Development Inc.	Essential Skills in the Workplace Phase III	The Operating Engineers Education and Development Institute will solidify its work on literacy and the essential skills necessary for its occupations by creating a computer-based version of its operating engineers curriculum, train tutors to help overcome the issues of geography, pilot and gain provincial recognition for its curriculum, promote lifelong learning among members, and act as a resource and partner to others. The curriculum and the tutor trainer material will be available across the country.
Operating Engineers Education and Development Inc.	Phase II: Learning for Life Campaign	The Operating Engineers Education and Development Inc. will launch a campaign to promote lifelong learning among OE members and motivate them to participate in its Workplace Integrated Skills Program; develop trade-based training materials; test the material; develop a basic skills assessment instrument and work to integrate the program into its ongoing training programs.

Name of Group	Title of Project	Description
Operating Engineers Local 904	Essential Skills Program	This program consists of six units of essential skills training to allow workers to upgrade in the areas of Math, Reading, Comprehension, and Problem Solving skills. It will also provide the opportunity to become familiar with Computers. The program is heavy equipment and crane related.
Operating Engineers Training Institute of Manitoba Inc.	Literacy Programming for the International Union of Operating Engineers - Phase II	The group will develop a training strategy based on the needs assessment done during Phase I and will test the effectiveness of computer based learning and hands-on learning among its membership.
Operating Engineers Training Institute of Manitoba Inc.		The Operating Engineers Training Institute will test the feasibility of delivering computer-assisted literacy training to its members.
Operating Engineers Training Institute of Manitoba Inc.	Literacy Programming for the International Union of Operating Engineers - Phase I	The group will undertake a study to identify the literacy and numeracy needs of its membership and develop recommendations for remedial training activities.
Operating Engineers Training Institute of Ontario		The Institute will review the basic skills needs of its trainees, review the courses it offers with an eye to the literacy and numeracy requirements, assess how responsive curricula and teaching strategies are to basic skills needs. The Operating Engineers Training Institute of Ontario, responding to the findings of the needs assessment, will upgrade and revise its courses to eliminate literacy as a barrier. This will be done by integrating literacy into courses and into instructor training.
Operating Engineers Training Institute of Saskatchewan Inc.	Practical Interactive Program for Exploration of Literacy in New Entrants (Pipeline)	The Operating Engineers Training Institute of Saskatchewan (OETIS) provides training for the crane and hoist trade as well as equipment operating. With an ageing operating engineer's workforce and the growing aboriginal population there is an opportunity to attract new entrants to the trade. However research has shown that literacy and other essential skills are prerequisites to successful recruitment and retention. This project will help OETIS develop a training strategy. The project will conduct research on previous studies and already developed tools to address the upgrading of needs of operating engineers in numeracy, literacy, and computer skills. The project will also analyze the essential skill levels of the First Nations population. The goal is to maximize the use of training dollars by identifying people with the essential skills to complete operating engineering training. This research will help OETIS develop and implement a tool box of best practices for assessing the essential skill levels of the multicultural Saskatchewan's labour force. This project will benefit the current 800 operating engineers and will provide others across the country with new tools. A written final report will be submitted to the National Literacy Secretariat.

Name of Group	Title of Project	Description
PEI Provincial Apprenticeship Board	Red Seal Preparation for Electricians	Workplace Education PEI in partnership with the PEI Apprenticeship Board, developed and delivered an 80 hour program for 18 Island electricians in preparation for writing the Interprovincial Exam for Construction Electricians. Essential skills was the foundation upon which the program was developed. Participants were employed with a number of local businesses and came from both all parts of the Island to attend classes at Royalty Centre.
PEI Provincial Apprenticeship Board	Plumbers Red Seal Preparation Program	Workplace Education PEI in partnership with the PEI Apprenticeship Board developed an essential Skills program for plumbers who were preparing to write the Red Seal exam for certification. The 80 hour program was held in the Workplace Education Centre in the West Royalty Industrial Park.
PEI Provincial Apprenticeship Board	Literacy & Prior Learning Assessment: Strengthening the Foundation in Apprenticeship on P.E.I.	The P.E.I. Provincial Apprenticeship Board, in partnership with Workplace Education P.E.I., will develop and design a literacy and numeracy project to increase the success rate of trades people who are seeking trades certification. The Board will research and record the number of individuals actively employed in voluntary and compulsory trades, the number who are certified, and their literacy and numeracy levels. A Prior Learning Assessment and Recognition (PLAR) portfolio on the apprenticeship process will be developed to demonstrate the chronological events involved in apprenticeship and certification. This project will also focus on gathering of essential skills information and completion of all preparatory work to develop the pilot, including a curriculum outline, a delivery agenda, and an information session. This project will be evaluated through individual interviews, focus groups, and written/oral surveys. This project will lay the foundation for a pilot that will allow trades people to maximize opportunities and progress towards certification in order to remain competitive in a changing work environment. In addition, this project will provide the basis to establish a province-wide initiative to increase awareness of the importance of literacy and numeracy skills in obtaining trades certification. The resulting model can be shared with other provinces.
PEI Provincial Apprenticeship Board	Trades and Apprenticeship Literacy Research Project	The Provincial Apprenticeship Board will undertake research on the literacy levels of trades people and apprentices to assist in planning the literacy skills training they need to reach their greatest potential in their trades.

Name of Group	Title of Project	Description
PEI Provincial Apprenticeship Board and Workplace Education PEI		Workplace Education PEI in partnership with the PEI Apprenticeship Board and West Prince Health, developed and delivered an 80 hour program for 16 cooks in the West Prince Area. The program was designed to provide workers with the opportunity to refresh their essential skills and knowledge in preparation for writing the Red Seal examination.
Portage College	Aboriginal Workforce Capacity Expansion Project (AWCEP)	The project was initiated by Portage College in Lac La Biche and Alberta-Pacific Forest Industries. It is a 37 week, pre-employment program aimed at increasing the number of Aboriginals directly employed in Alberta's resource-based industries. Although aimed at direct employment, there is an apprenticeship element in that students received pre trades study in math and science and were given the opportunity to write the Alberta pre trades entrance exam at the end of the course.
Preparatory Training Programs of Toronto	Building for the Future: Using the LBS Matrix and Outcomes to Develop Pre-Apprenticeship Programs for the Construction Industry	Preparatory Training Programs of Toronto (PTP) will work with construction apprenticeship programs to develop three workbooks within the Literacy and Basic Skills (LBS) matrix for literacy learners with employment goals in this area, and to create a specific pre-apprentice LBS path. The workbooks, which will be developed based on input from partners such as the Local 27 Carpenters Union, The Labourers International Union of North America and The Terrazzo Tile and Marble Association of Canada, will include reading, writing, and math activities related to pre-apprenticeship, as well as an instructor's manual, lesson plans and instructor notes. The activities and demonstrations will be designed with a step-by-step approach to make it easy for any practitioner to include realistic tasks in their pre- apprenticeship programming. Pilot training sessions across the province of Ontario will be held to familiarize literacy program staff with the materials, demonstrations, and the LBS skills required to enter each of the apprenticeships. This project will result in a model for collaboration between community-based literacy programs and industry and labour-based apprenticeships. Feedback from the pilot tests will be used to measure the project's effectiveness.

Name of Group	Title of Project	Description
Project Read Literacy Network Waterloo-Wellington Inc.	An Initial Assessment of Apprenticeship Candidates – Workplace Literacy	Project Read Literacy Network (PRLN) Waterloo-Wellington Inc. will adapt their existing Literacy and Basic Skills Referral Assessment package for three identified apprenticeship trades. By doing this, they will provide employers with a useful tool to screen potential apprenticeship candidates, who in turn will be able to profit from more effective individual training plans from literacy agencies. PRLN will begin with initial research on the apprenticeship sector to determine its entry requirements, existing pre-testing and enrolment procedures. They will also contact all their advisory partners for their input regarding the targeting of trades and the adaptation of the literacy assessment package. They will then identify three target industry sectors that utilize an apprenticeship system and contact the training committees in those sectors to begin consultations and development of the package. Further research will be conducted to gather materials for inclusion into the literacy assessment package. Once completed, the assessments will be validated by PRLN's advisory partners, piloted with apprenticeship candidates and revised as needed. The results of the project and the steps taken to achieve them will be documented in a report, which will be made available to other organizations throughout Ontario. Feedback on the assessment package from adult and literacy agencies representatives, as well as pre-project and post-project surveys with key stakeholders will be used to evaluate the success of this project.
Roofing Industry Training Association of Alberta	Roofers Educational Skills Training	The project will provide curriculum development, as well as administrative and instructional services for training which delivers literacy skills necessary to better perform roofers' job and to keep up with technological changes within the roofing industry.
Saskatchewan Apprenticeship and Trade Certification Commission	Apprenticeship entry requirements	Grade level entry requirements have been removed from trade legislation. The project is to compare grade entry levels with essential skill profiles, review entry examinations and ensure apprentices either have the skills to be successful when they enter training, or know where deficiencies are and have a means of addressing them.
Saskatchewan Labour Force Development Board	Applied Mathematics for Trades	The project will pilot a new approach to applied mathematics teaching for people in the apprenticeable trades. The project will develop exercises in particular trades (i.e. electrician) to enable to move from the general instruction of a concept to the specific training required by the participants.

Name of Group	Title of Project	Description
SkillPlan - BC Construction Industry Skills Improvement Council	Reading Documents at Work	The Council (SkillPlan) will develop a stepping stone course for trades where basic skills are a barrier to further industry training; design a training program for adult educators that introduces them to the actual reading requirements on the job, and explore using technology for delivery of upgrading pre-courses.
SkillPlan - BC Construction Industry Skills Improvement Council	Essential Skills Occupation Activities through Capacity Building	The project will develop Essential Skills occupation activities and build capacity by actively involving provincial/territorial participants in the development resource materials that are related to their community employment needs. It will help build/supplement the individual competency base of workers and create a support network of partners amongst Adult Educators, Literacy Educators, College. This project involves both partnership building and developing materials for SkillPlan's 'How Do Your Skills Measure Up?' site.
SkillPlan - BC Construction Industry Skills Improvement Council	English at Work - Linking Industry & Adult Educators	The BC Construction Industry Skills Improvement Council (SkillPlan) in partnership with the Open Learning Agency will design and present a four day workshop to give adult educators real life experience with the reading and writing that happens on the job. Up to 20 educators will be given hands on experiences with three different trades with actual site visits. This pilot will be a model for elsewhere in the country. Support will also be provided by BC Ministry of Skills, Labour and Training and by registration fees.
SkillPlan - BC Construction Industry Skills Improvement Council	Essential Skills and Success in Apprenticeship	The project conducted a research of Essential Skills and Success in Apprenticeship and prepared a background paper for the November 2001 meeting of the Canadian Council of Directors of Apprenticeship in Ottawa. The paper was prepared at the request of HRDC as background to stimulate discussion on ES. The task was to highlight essential skills – reading, document use, numeracy, problem solving, etc., - define the issues and report on solutions or responses where they exist.

Name of Group	Title of Project	Description
SkillPlan - BC Construction Industry Skills Improvement Council	Science and Essential Skills in the Construction Industry	NLS: SkillPlan - the BC Construction Industry Skills Improvement Council - is a partnership between construction owners and construction unions to provide training for that industry. SkillPlan has identified that many apprentices lack the basic literacy and essential skills necessary to succeed at apprenticeship. One of the unique situations faced by apprentices is a lack of success with the science aspects of their training precisely because they lack the basic literacy skills. SkillPlan proposes to develop two publications. The first is a science manual with concepts and applications from within the construction industry which can be used by pre-apprentices, apprentices, trades trainers and adult educators. The second publication is a companion manual that will explain the model used to develop the first publication so that adult educators can see how the model and materials were developed. Both publications provide a demonstration of how instruction in essential skills can be integrated with instruction in content areas in construction and other workplace settings. The publications will be disseminated nationally. On-line survey: Science for the trades, An Illustrated Guide to Basic Applications in the construction Industry is a unique addition to the growing library of resources that support workplace essential skills. Photographs and examples from industry illustrate basic principles and concepts of physics and chemistry. These fresh and relevant views of fundamental knowledge are designed to enhance learning and make it relevant to those who are drawn to the hands-on experiences of construction trades. Direct links are made between theory and practice. The process of transferring knowledge to skill is demonstrated at an elemental level, a process that is critical to the increasing demands of theoretical and practical learning in the trades.
SkillPlan - BC Construction Industry Skills Improvement Council	Reading at Work	This two-part resource will enable enables instructors and tutors, from the fields of adult/workplace education, literacy, and employment counselling to facilitate the development of reading competency with workers, new Canadians, and aspiring workers. There are currently few resource materials available that use authentic workplace documents as the basis for learning activities and adult and workplace educators have requested a resource that presents the access and use information that is more reflective of employment situations. The resource will help entry-level workers, as well as those who need to increase their competency in the area of reading text so that they may keep their current jobs.

Name of Group	Title of Project	Description
SkillPlan - BC Construction Industry Skills Improvement Council	Overcoming Literacy Barriers in the Construction Industry	SkillPlan is a joint labour/management initiative of the British Columbia construction Industry with the mission of developing training strategies to improve the basic skills of people working in the unionized construction industry in BC and the Yukon Territory. The Council with their partners will develop a resource manual which will address issues such as: apprenticeship, fitting into the workplace culture, work ethics, technical training, people skills, life style, and overcoming barriers. They will do this by conducting a series of interviews with apprentices, journeypersons and employers in the building trades many of whom have lower levels of literacy. They will also develop practice exercises and problem solving model applied to different situations. Focus groups will be organized to gather feedback from apprentices and trades instructors. The manual will be advertised and marketed through their network of contacts made up of 16 international trade unions, labour and workplace literacy programs. Ordering information and excerpts will also be made available on their website. A written final report will be submitted to the NLS.
SkillPlan - BC Construction Industry Skills Improvement Council	Document Literacy in the Work	SkillPlan will create two companion documents to its groundbreaking Document Literacy publication created last year. The first will be a dictionary of document related vocabulary, while the second will be a model for teaching technical vocabulary in an applied (workplace) setting.
SkillPlan - BC Construction Industry Skills Improvement Council	Numeracy Foundations in the Construction Industry	The BC Construction Industry Skills Improvement Council's mandate is to develop strategies to improve the essential skills of workers in the BC construction industry. The Council will develop three types of learning materials that focus on numeracy foundations and trade applications. These are: 1) assessment tool for one or more specific trades; 2) self study learning/practice packages in the context of one or more specific trades; and 3) an updated carpentry trade math text.
SkillPlan - BC Construction Industry Skills Improvement Council	The Development of a Workplace Essential Skills Assessment Tool	The BC Construction Industry Skills Improvement Council, in collaboration with the Alberta Vocational College - Calgary, will develop a tool that will test the skills of workers in the workplace based on the methodology established by the International Adult Literacy Survey. Also collaborating on the project are Stan Jones, designer of IALS, and Statistics Canada. This tool will answer the need for a test that matches workers skills to job requirements, especially those requirements for essential skills. This project draws upon earlier activities such as IALS, the Essential Skills Research Project, the Canadian Language Benchmarks, and best practice in workplace literacy. The NLS will be closely involved in the development of the project.

Name of Group	Title of Project	Description
SkillPlan - BC Construction Industry Skills Improvement Council	Pilot Application of Test Making, Test Taking and Plain Language Principles for Carpenter Applications.	The B.C. Construction Industry Skills Improvement Council (SKILLPLAN) will promote basic issues among decision makers in the industry and will continue to pilot effective response to needs identified in earlier projects.
SkillPlan - BC Construction Industry Skills Improvement Council	Writing at Work	Writing at Work is a resource that describes the writing used in many occupations in the workplace. The descriptions and examples use the language of HRSDC's Essential Skills Research Project. Each chapter examines the purpose, style, organization and use of such writing forms as memos, entry forms, logbooks, bulletins and regulations. Writing at Work provides suggested activities for practice and over 50 workplace documents. This resource is aimed at both adult and high school programs.
SkillPlan - BC Construction Industry Skills Improvement Council	Implementation of TOWES Test of Workplace Essential Skills	The British Columbia Construction Industry Skills Improvement Council in partnership with Bow Valley College, will implement the Test of Workplace Essential Skills (TOWES), a Canadian-made assessment tool based on real work life examples for use by workplace literacy practitioners and others. They will do this by developing a system that surrounds the use of TOWES. This includes initial job profiling, selection of test items, production of customized test booklets, standardized administration and marking, detailed feedback to test-takers and users and support for effective upgrading. They will then market the product by using demo projects to test the application of TOWES in a wide variety of workplaces and situations. They will also establish an Advisory Committee, to oversee this project. The principle outcome of this project is to provide a widely available tool to measure reading text, using documents and solving problems using numbers in the context of the Canadian workplace. The project will result in the completion of a 350- item test bank, protocols for job profiles, reporting systems, guides for test takers and administrators, a certificate course for markers, a business plan for TOWES and related products. A detailed written report on all activities and the progress of this project will be submitted to the National Literacy Secretariat.
SkillPlan - BC Construction Industry Skills Improvement Council	Workplace basic skill analysis (Steel Fabricator, Steel Fabricator foreman)	SkillPlan was mandated to identify the role which basic skills play in supporting trades skills. The specific goals of the project were 1) to provide background information for professionals charged with providing meaningful educational experiences that target employment or access to further training, 2) to determine the basic skills required for the jobs of Steel Fabricator and Steel Fabricator Foreman, 3) to identify some additional training needs in moving from the position of journeyperson to foreman and to provide information for some related career alternatives.

Name of Group	Title of Project	Description
SkillPlan - BC Construction Industry Skills Improvement Council	Skills Improvement Program for the B.C. Construction Industry. Phase I - Needs Assessment	Promote awareness of basic skills issues among key stakeholders; assess workplace basic skill needs, establish clearinghouse of resources specific to the needs of the industry and develop and test a train the trainer program.
SkillPlan - BC Construction Industry Skills Improvement Council	Basic Skills Improvement Program for the British Columbia Construction Industry. Phase II - Response to Needs Assessment	The BC Construction Industry Skills Improvement Council will respond to the recommendations of Phase I needs assessment which provides a framework for improving the basic skill level of workers in the construction industry.
SkillPlan - BC Construction Industry Skills Improvement Council	Profiling Job-Specific SkillPlan - BC Construction Industry Skills Improvement Council	SKILLPLAN, on behalf of the researchers and practitioners involved in HRDC's Essential Skills Research Project, will organize a training program to train workplace literacy practitioners in how to use this new methodology to determine the literacy requirements of jobs in order to deliver better and more useful workplace literacy programs. The pilot training session will be held in western Canada, and after refinements are made, it is expected that other projects will see the training take place in other parts of the country.
SkillPlan - BC Construction Industry Skills Improvement Council	Numeracy at Work	This collection of workplace examples illustrates workplace applications of Numeracy: Money Math, Scheduling or Budgeting and Accounting Math, Measurement and Calculation Math and Data Analysis Math. Numeracy At Work incorporates stories from workers across Canada about how they use numeracy in their jobs, and provides activities and suggestions for further exploration. These applied work activities are intended as a resource for teachers and instructors to enrich what they do. The binder format encourages flexibility and all parts of the book may be photocopied for educational use.

Name of Group	Title of Project	Description
Textiles Human Resources Council	Essential skills training and development for Canada's textile industry	On-line survey: Work with fifteen textile companies to develop essential skills - including literacy, numeracy, communication, and computer skills - identified the needs of thousands of textile workers and tailored training to meet these needs. This process has laid the groundwork for web-based training that, in addition to essential skills, will address health and safety, quality control, the environment, and energy conservation. Final Report: 5 pilot projects were set up with five textile companies in order to analyze essential skills levels and to work jointly with management, unions, and employees to develop Workplace Needs Assessments and make recommendations for training. The main goals of the pilot projects were 1) to develop a standard process model for analyzing training needs, 2) to build the in-house training capacity at pilot sites, 3) to develop a standard curriculum for essential skills training, 4) to use the results of the pilot projects to promote essential skills training throughout the industry by developing a "tool kit" for interested companies, 5) to establish the link between essential skills training and more advanced technical training.
Textiles Human Resources Council	Web-Based Workforce Training Needs Assessment Tool	The Textiles Human Resources Council (THRC) will create a web-based training needs assessment tool to be known as "WebTNA". This tool will meet an established need for a cost-effective, readily available and sustainable tool to assess learner literacy, numeracy and other essential skills needs. They will improve coordination and information sharing by sharing its products with the textile industry through its paid membership. This program is being adapted from tools and surveys developed during the Council 's Foundations programs to a web-based format to enable companies to undertake regular assessments with a minimum of outside assistance. Industry-wide information will be gathered by the THRC to identify skills gaps and assist in developing future skills development programs.
Textiles Human Resources Council	Occupational Profiles	Job competency profiles were created to provide information on the knowledge and skills required for individual textile occupations (supervisors, mechanics, knitters, weavers, dyers and finishers). These profiles are ideal for companies to use in hiring, succession and human resources planning.
Toronto Ironworkers Training and Rehabilitation Centre	Literacy and Skills Upgrading	The centre will create and test a program aimed at upgrading skills of existing and new members.

Name of Group	Title of Project	Description
TOWES Joint Venture	TOWES - Criterion- Related Studies for Psychometric Evaluation of TOWES	Criterion-related validity studies were conducted with 14 different programs or workplaces. The purpose of this type of study is to test the direction and strength of relationships between specified predictors (TOWES test scores) and criteria (outcomes such as specific performance on the job or success in training). One of the locations for the study was at the Northern Alberta Institute of Technology in Edmonton with 5 groups of first year carpentry apprentices (171 individuals)
TOWES Joint Venture	Feasibility Study for French Language TOWES (Test of Workplace Essential Skills)	The TOWES Joint Venture is a collaboration between Bow Valley College and SkillPlan (BC Construction Industry Skills Improvement Council) which has developed TOWES - the Test of Workplace Essential Skills. TOWES addresses the needs of workplaces for an assessment tool based on real-life situations and related to the International Adult Literacy (IALS) literacy levels. TOWES is a direct result of HRDC's work in the area of Essential Skills Profiles. This project will meet a need that has been recognized from the beginning of TOWES' development, that is, the capacity to use TOWES in French. Now that the assessment tool has been validated and accepted across the country and internationally, the opportunity to introduce a French version is now. The TOWES Joint Venture will work with the Association of Canadian Community Colleges to access community colleges in Quebec as well as with the NB Community College and Ontario's Collège Boréal to study the feasibility of a French TOWES. The Joint Venture will investigate the feasibility, develop a cadre of bilingual test item writers and psychometric advisors, to translate/adapt a limited number of test items and field test them, and prepare cost projects and timelines for a fully French TOWES.
Union of Needletrades, Industrial and Textile Employees (UNITE) Local 459	UNITE Literacy Project Phase II	UNITE will follow-up on the recommendations and plan of action from its basic skills needs assessment by promoting basic skills within UNITE, aid locals to develop their own plans, train union members in the various industrial settings (textile, apparel, manufacturing) in issues related to basic skills and literacy, manage a central resource bank and develop a train the trainer model to integrate basic skills into the union's regular education programs.
Union of Needletrades, Industrial and Textile Employees (UNITE) Local 459	Development of an Integrated Learning Program	UNITE Local 459 will develop a teaching strategy which integrates basic skills with problem solving and critical thinking skills by using the computer as the primary tool. This project builds on earlier NLS funded research into the use of computers as a learning tool.

Name of Group	Title of Project	Description
Union of Needletrades, Industrial and Textile Employees (UNITE) Local 459	The Workplace Integrated Literacy and Computers Project	The Union of Needletrades, Industrial and Textile Employees (UNITE), Local 459 will design and create an approach, based on the "Integrated Model" created by UNITE in 1997, within the workplace context, to provide support to practitioners who use computers as a teaching and learning tool. To do this, the project will identify a model for the use of computers by workplace literacy instructors as a tool to manage student learning, to assist in lesson preparation and activity development, and to facilitate the writing process. An instructor training session will be developed and delivered to discuss the use of the model, gain project feedback and provide an opportunity for trainers to network and collaborate. A Practitioner Resource Handbook will be developed to assist workplace educators in combining literacy and computer instruction. In addition, a promotional package will be created to help develop awareness of the integrative instructional methodology and the workplace model. Evaluation will be conducted through receiving feedback from all project participants and from the field. The project will explore and discover ways to teach and learn literacy and computer skills within the workplace.
United Brotherhood of Carpenters & Joiners of America, Local 343	Improving Job Site Skills Project. Phase I - Organizational Needs Assessment	The main goal of the project is to determine the necessary workplace literacy skills of carpenters on the job site and to develop recommendations for programs to improve these skills. The techniques used included; a mail out questionnaire to all carpenter members of Local 343, an employer survey, employer interviews, on site observations and interviews, and focus groups.
United Brotherhood of Carpenters & Joiners of America, Local 343	Improving Job Site Skills Project, Phase II - Improving Job Site Communication Skills	Phase II of the project was design to address the concerns and recommendations made in Phase I (1994). The project aims to develop a workplace literacy seminar for trade instructors; to review existing courses to identify workplace literacy skills, to develop course outline for speaking, writing & spelling, reading and English as a second language, to develop a supervisory skill course and to explore alternate methods of course delivery.
United Brotherhood of Carpenters and Joiners of America Local 579 and 2564	Needs Assessment	The project will assess the extent of basic literacy problems among union members, their willingness to participate in a basic education program and the most suitable program delivery, locations and times.
United Brotherhood of Carpenters and Allied Workers of America Local 27 (LAC)	Language Competency Training Program	The Carpenters LAC has created the first carpentry specific Language Competency Training Program. This project will see the development of a course instructors manual which will enable the program to be used by other organizations.

Name of Group	Title of Project	Description
United Brotherhood of Carpenters and Joiners of America - Local 27	Feasibility Study	The Carpenter's Local 27 plans to conduct a feasibility regarding a union based program targeted toward visible minority and native newcomers to Toronto who would like to work in the carpentry trades but who lack the basic skills.
United Food and Commercial Workers Union, Local 2000	Aboriginal Computer Based Education and Support System	UFCW Local 2000 Training Centre in partnership with Visions First Nations Planning Group, the provincial Industry Training and Apprenticeship Commission, Centra Gas and the Industry Adjustment Services will develop a Distance Education Introductory Training System for the aboriginal community. This project builds from a Regional Initiative for Skill Enhancement (RISE) III which had created an accessible and responsive distance learning option for 28 workers who had erratic skills and/or no access to traditional educational courses. UFCW Local 2000 will explore culturally appropriate basic skills upgrading programs available on-line. UFCW will also evaluate, modify and/or develop components of the Basic Skills on- line curriculum. The curriculum would have an applied focus with an emphasis on the trades and would appropriately address first nation requirements for accessibility. A second component to this project, funded by the Industry Training and Apprenticeship Commission, will be the delivery of training, including curriculum addressing computer technology, and how to learn on-line. This initiative will help create a vision of career options, which would act as incentives to aboriginal people to up-grade their basic skills on-line and in class. This will provide aboriginal participants with employment options related to their choice of trade. An evaluation with identified measures will be maintained regularly. A written report will be submitted to the NLS.

Name of Group	Title of Project	Description
United Food and Commercial Workers Union, Local 247	Research and Innovations Project	The United Food and Commercial Workers Union, Local 247, (UFCW), in partnership with the Department of Education, Apprenticeship Training and Skill Development in Nova Scotia, will research, develop and test a Pan-Canadian Assessment Process. It will determine the feasibility of developing, enhancing, and combining the Transferable Skills Profiling System (British Columbia) with the Essential Skills Assessment Initiative (Nova Scotia) and any other appropriate programs to create a tool applicable anywhere in Canada. This will enable persons in transition, even those with lower literacy levels, to enhance their essential skills and focus on areas to move in and through apprenticeship into long term employment. The Transferable Skills Program is an on-line tool (including assessment skills profiles, experience, education and certification of clients) that assists individuals when moving from one trade or sector to another. The Test of Workplace Essential Skills is also an on-line tool specific to most skilled trade occupations that can be used with any entrant into an apprenticeship program. It includes a trade-specific math refresher program.
United Steelworkers of America	Literacy. A quilt to be made	The United Steelworkers of America (USWA) conducted an organizational basic skills needs assessment with the support of the NLS that clarified and identified the gaps in training by the Union. This project will help build a strategy for knitting literacy into every learning opportunity promoted by the Union. The main objectives of the project are: 1) to look at and connect all education and training activities, knitting literacy through all of them; 2) to raise awareness and develop literacy expertise among activists and staff to ensure literacy is taken into consideration in every education and training activity; 3) to secure resources for the continuation of the newly developed process for integrating literacy and clear language into union courses and to deliver the module to a majority of union educators; 4) to provide the tools, resources, and support needed to ensure that Steelworker activists and staff have the resources they need to further their work on literacy.

Name of Group	Title of Project	Description
United Steelworkers of America	USWA National Literacy Project	The United Steelworkers of America (USWA), in partnership with their national and district offices, area councils, and local unions will conduct a needs assessment to: 1) identify their current literacy policies and programs; and 2) identify gaps in all areas of training such as literacy, workplace training, apprenticeship and employability skills. The union will then produce a written report that will include a series of recommendations to be adopted by the USWA leadership at the national and regional level and the local unions at the upcoming National Policy Conference. A copy of the final report with the recommendations will be submitted to the National Literacy Secretariat.
United Steelworkers of America	Integrating Literacy and Union Education	The United Steelworkers of America (USWA) represents members from every sector of the economy in Canada, factories, offices, hospitals, university campuses, hotels, warehouses, bakeries etc. USWA is a leader in developing and delivering union education to its members. This project will develop, pilot and evaluate a process for integrating literacy and clear language into union courses. USWA will work at building in an understanding of literacy issues and the integration of skills development in the areas of writing, reading and math. It is proposed that sixteen union educators will be selected taking into consideration: areas of expertise and experience as instructor to participate in the revision of four union courses. This initiative will provide Union educators with the tools and the time to adapt the courses taking into consideration literacy and numeracy issues. A project team will be established including internal and external professionals and in addition the coordinator of the Canadian Labour Congress Literacy project will take an active part in the implementation of this initiative. To evaluate the effectiveness of this project a questionnaire will be developed and distributed to all participants. A written final report with a copy of the revised materials will be submitted to the NLS.
Workplace Education Manitoba Steering Committee	Workplace Education Manitoba Steering Committee	Workplace Education Manitoba promotes workplace literacy in the province and is a joint initiative of the Manitoba Literacy Office, the NLS, the Canadian Manufacturing Association and the Manitoba Federation of Labour. WEM will undertake 10 projects: Advance Certificate Training for Workplace Literacy Practitioners; designing training for Carpenters through a distance ed model; A Provincial Workplace Literacy Conference; Literacy task analysis for the Aerospace Industry; Workplace Education Mentors; research and attitudinal changes experienced by workplace literacy students; development and evaluation tools; development of participant portfolio assessment; a good practice video and handbook and a small business pilot

Name of Group	Title of Project	Description
Workplace Education Prince Edward Island	Workplace Literacy	Workplace Education PEI will undertake a project to develop and pilot a workplace literacy program intended for three distinct groups (plumbers, cooks and administrative staff), as well as develop and launch a public awareness and outreach campaign for out-of school youth aimed at increasing the profile of the trades and increasing literacy skills. The workplace literacy program will assess and ensure basic literacy and essential skill levels to improve occupational performance, and to prepare tradespersons for certification and changing job demands. The pilot will focus on three areas of literacy (document, prose, and quantitative) with the goal being the acquisition and application of new literacy skills. Using the workplace education model, the pilot will take place at each work site and job specific curriculum will be developed for each group. In addition to addressing the common literacy issues among these groups, each program will be specifically based on the needs of learners as determined by the Individual Needs Assessment (INA). Based on information from the "Skills Canada Focus Group Report" (2001), a report surveying youths' perceptions of the trades, the public awareness and outreach campaign will highlight successful tradespersons through various media outlets specifically targeting youth, and encourage youth to enter literacy programs that will lead them to trade certification. An advisory committee will be established to oversee the project, and assessment will take place via several informal evaluations. This project will result in the development of a workplace literacy program for tradespersons and administrative staff that will benefit employers and employees, both occupationally and educationally, as well as promoting the importance of literacy and education in obtaining employment as a tradesperson.
Yukon College	Arctic Plumbing and Literacy	The Old Crow campus of Yukon College will develop a curriculum that will upgrade participants' reading, writing and numeracy skills through a pre-apprenticeship level arctic plumbing course. To do this, the college will pilot a full-time, ten-week course that combines the range of literacy skills with plumbing practice. The resulting curriculum will be distributed throughout arctic communities in Northern Canada.

Annex B: Detailed descriptions of projects

Essential Skills Projects

Name of Project: Basic Education and Skills Training Transformations

Sponsor's Name: Canadian Auto Workers Union

Description: 50% paid time and 50% personal time. Use of peer instructors. Emphasis on a learner-directed model, using adult learning principles. A curriculum more standardized. Different modules and levels, with a certification of completion for each. Options to address emerging priorities and needs in workplace.

Start Date:	July 2001	**End Date:**	July 2002
City:	Toronto	**Province/Territory:**	Ontario

Scope:

☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:

☑ **Reading text**
☐ **Document use**
☐ **Writing**
☐ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Auto industry trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (HRP)

Type of project:

☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☑ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☑ **Promotion**
☐ **Tutor / Provider Training**

Target group:

☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Needs assessment and a higher accessibility of union members to the basic skills training.

Partners:

☑ **Employer:** Big 3 automakers in Ontario (DaimlerChrysler, Ford, General Motors)
☑ **Labour union:** Canadian Auto Workers
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☑ **Employees**

Contact info: CAW Education Department, Tel. 1 800 268-5763, Fax: (416) 495-6554, E-mail: educate@caw.ca

Name of Project: Workplace Literacy in the Trowel Trades

Sponsor's Name: Canadian Bricklayers Literacy Committee

Description: To develop a literacy model for the trowel trades that creates and tests an assessment tool, accesses local resources, builds partnerships and engage union members in life-long learning.

Start Date: 1990-1991 (Phase I) 1991-1992 (Phase II) **End Date:**

City: Kitchener **Province/Territory:** Ontario

Scope:
☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Trowel trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☐ **Curriculum development**
☑ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☑ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: A literacy model for the trowel trades

Partners:
☐ **Employer:**
☑ **Labour union:** International Union of Bricklayers and Allied Craftworkers
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: NeedsAssessment for National Literacy Initiative

Sponsor's Name: Canadian Operating Engineers Joint Apprenticeship and Training Council

Description: The Canadian Operating Engineers Joint Apprenticeship and Training Council is a national body which facilitates and enhances training for Operating Engineers across Canada. Due to an inadequate supply of skilled trade workers, the Canadian construction industry is on the verge of a crisis as identified in the 1997 Labour Market Analysis. Due to changes in technology and work procedures members who wish to upgrade their skills are limited due to difficulties with literacy and numeracy. The NLS has partnered with Operating Engineers locals across the country in some innovative projects, but there has never been the opportunity to deal with their literacy needs on a national basis until now. The Union is now proposing to organize and host a national meeting involving all stakeholders who will help identify and address the literacy and basic skills issues for current and future Operating Engineers across Canada. This meeting will lead to a strategy for future action. A written report with recommendations will be submitted to the NLS.

Start Date: 2000-2001

End Date:

City: Burnaby

Province/Territory: British Columbia

Scope:

☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:

☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Operating engineers

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☐ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☑ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project: Engineers wishing to upgrade their skills to keep up with changes in technology and work procedures are limited due to difficulties with literacy and numeracy.

Intended outcomes: Basis to develop a strategy for future action

Partners:
☑ **Employer:** Contractors
☑ **Labour union:** International Union of Operating Engineers
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** Canadian Operating Engineers Joint Apprenticeship Council - this is a joint council
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Canadian Operating Engineers Workplace Essential Skills Project

Sponsor's Name: Canadian Operating Engineers Joint Apprenticeship and Training Council

Description: The objective of this project is to develop national learning/curriculum outcomes that will be used to develop national diagnostic tools and training programs to identify and improve workplace Essential Skills to better facilitate the mobility of Operating Engineers and address regional skill shortages. One of the purposes of this project was to identify the Workplace/Essential Skills needed by Heavy Equipment Operators and Crane Operators. They compiled a chart listing the workplace skills, associated Essential Skills and learning outcomes (related tasks and knowledge) as well as a checklist of applicability to Heavy Equipment and/or Crane Operators. The Essential Skills Profile and the available occupation analysis were analyzed and summarized to ensure that the Essential Skills Learning Outcome chart would be as complete as possible before the validation process.

Start Date: September 2003

End Date:

City: Toronto

Province/Territory: Ontario

Scope:

- ☐ **Local**
- ☐ **Regional**
- ☐ **Provincial/Territorial**
- ☐ **Interprovincial**
- ☑ **National**

Essential skills:

- ☑ **Reading text**
- ☑ **Document use**
- ☑ **Writing**
- ☑ **Numeracy**
- ☑ **Oral communication**
- ☑ **Working with others**
- ☑ **Computer use**
- ☑ **Continuous Learning**
- ☐ **Thinking skills:**
  - ☐ **Problem solving**
  - ☐ **Decision Making**
  - ☐ **Job Task Planning and Organization**
  - ☐ **Significant use of memory**
  - ☐ **Finding information**

Skilled trades addressed: Heavy equipment operator

Crane operator

Essential skills profile created?

Project cost: 111,150

Government funder: HRSDC (HRP)

Type of project:
☑ **Research**
☑ **Curriculum development**
☑ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: A national learning/curriculum outcomes that will be used to develop national diagnostic tools and training programs.

Partners:
☑ **Employer:** Contractors
☑ **Labour union:** International Union of Operating Engineers
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** Canadian Operating Engineers Joint Apprenticeship Council - a joint committee
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Basic Skills Training: Workers in plant closure and short term layoff situat

Sponsor's Name: Canadian Steel Trade and Employment Congress

Description: The project will develop and test methodologies and models to deliver basic skills and workplace literacy to workers in plant closures and layoff situations.

Start Date: 1989-1990, 1990-1991

End Date:

City: Toronto

Province/Territory: Ontario

Scope:
☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Steel trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☑ **Research**
☑ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Methodologies and models to deliver basic skills and workplace literacy to workers in plant closures and lay-off situations.

Partners:
☑ **Employer:** Various
☑ **Labour union:** Steelworkers
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** CSTEC
☐ **Apprenticeship regulatory body**
☑ **Employees**

Contact info:

Name of Project: Outreach and Literacy

Sponsor's Name: Carpenters Local Apprentice Committee

Description: An outreach strategy designed to reach target groups under-represented in the union and the development of a literacy curriculum specific to the construction trades.

Start Date: 1989-1990, 1990-1991

End Date:

City: Toronto

Province/Territory: Ontario

Scope:
☑ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Carpenter

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☑ **Promotion**
☐ **Tutor / Provider Training**

Target group: ☑ **Aboriginal people** ☑ **Visible minorities**
☑ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Outreach strategy to reach target groups under-represented in the union and the a literacy curriculum specific to the construction trades.

Partners:
☐ **Employer:**
☑ **Labour union:** Carpenters
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Building Capacity: Essential Skills for the Construction Industry

Sponsor's Name: Construction Owners Association of Alberta

Description: The Construction Owners Association of Alberta (COAA) brings together those businesses and organizations which use construction services in their day-to-day operations. COAA's purpose is to promote construction excellence by facilitating initiatives that benefit the industry as a whole. COAA will: A) broaden the literacy curriculum developed in the initial phase of this project to make it suitable for all construction trades. The curriculum will deal with issues such as the mid-level IALS reading and will be designed to allow for a self-paced approach; (the project is in partnership with Alberta Learning) B) develop a construction specific math program based on an existing Working in Numeracy (WIN) program and pilot the revised program at a large construction site and at a small construction business or union. This will result in curriculum that will have four levels of increasing complexity with the first level adapted for low level learners; and C) will develop promotional strategies for the construction industry to expand its understanding and involvement of what occurs in essential skills programs. A fourth component aimed at low level learners using an assessment tool developed in the first NLS project is being funded by Alberta Learning. A Steering Committee is established with construction industry representatives to oversee these initiatives. A written report and a copy of the new curriculum will be submitted to the NLS.

Start Date: January 2000

End Date: November 2001

City: Edmonton

Province/Territory: Alberta

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**

☐ **Significant use of memory**
☐ **Finding information**

Skilled trades addressed: Construction trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (HRP), Alberta Learning

Type of project:
☐ **Research**
☑ **Curriculum development**
☑ **Tool development**
☑ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☑ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: A literacy curriculum suitable for all construction trades, a construction specific math program and pilot the program at a large construction site and at a small construction business or union, promotional strategies for the construction industry to expand understanding and involvement of essential skills programs.

Partners:
☑ **Employer:** Construction owners
☑ **Labour union:** Various
☑ **Community college:** Keyano College, Bow Valley College, NorQuest College
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Construction Sector Essential Skills Workshop

Sponsor's Name: Construction Sector Council

Description: The objective of the project is to hold an Essential Skills Workshop that will raise awareness within the construction industry regarding essential skills and obtain industry input and buy-in. A strategy document will be developed that will form the basis of future Essential Skills activities in the construction sector. This workshop was held in order to:
(I) identify sector priorities and opportunities for the council to value-add to the work being done in Essential Skills for the construction trades. (ii) Coordinate Sector initiatives related to Essential Skills. (iii) Sector-wide marketing of the value of Essential Skills. (iv) Disseminate Essential Skills information. (v) Create a standardized "best practices" strategy document that individual trades could use. (vi) Widely disseminate the results of the workshop throughout the industry.
The workshop is seen as a best practice for other sector councils.
Workshop was held in November 2003

Start Date: June 2003 **End Date:** March 31, 2004

City: Ottawa **Province/Territory:** Ontario

Scope:
☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☑ **Working with others**
☑ **Computer use**
☑ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Construction trades

Essential skills profile created?

Project cost: 95,895

Government funder: HRSDC (HRP)

Type of project:
☐ **Research**
☐ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☑ **Needs assessment**
☑ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: As a result of this workshop, the Construction Sector Council have created Essential Skills Strategy for the Construction Industry. Also, awareness of essential skills in the construction industry was increased.

Partners:
☑ **Employer:** Various
☑ **Labour union:** Various
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** Construction Sector Council
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Literacy Skills Development, Transfer and Application: A Literacy Progra

Sponsor's Name: Education Learning Literacy Network

Description: The Education, Learning, Literacy Network will develop a literacy program that focuses on developing critical reading and thinking skills to assist TAGS literacy learners reach a range of goals. The project will involve developing a set of reading materials for learners, and a companion set of instructional materials for instructors/tutors. The program will enhance the expertise of learners in developing critical reading, writing and thinking skills, and in transferring this knowledge to writing exams and reading trades related materials (fishing, carpentry, plumbing, electrical work, welding, etc.). The program will be socially and culturally meaningful and will help bridge the gap between the 'academic' aspect of learning literacy skills and the applicability of those skills to future personal and work related contexts. The project will include providing in service workshop/teleconference sessions to help literacy providers make effective use of the program. Copies of the completed program will be sent to literacy experts for review and evaluation instruments will be developed to measure the success of the program for learners.

Start Date: 1997-1998

End Date:

City:

Province/Territory: Newfoundland

Scope:

- ☐ **Local**
- ☐ **Regional**
- ☑ **Provincial/Territorial**
- ☐ **Interprovincial**
- ☐ **National**

Essential skills:

- ☑ **Reading text**
- ☐ **Document use**
- ☑ **Writing**
- ☐ **Numeracy**
- ☐ **Oral communication**
- ☐ **Working with others**
- ☐ **Computer use**
- ☐ **Continuous Learning**
- ☑ **Thinking skills:**
  - ☐ **Problem solving**
  - ☐ **Decision Making**
  - ☐ **Job Task Planning and Organization**
  - ☐ **Significant use of memory**
  - ☐ **Finding information**

Skilled trades addressed: Plumber

Carpenter

Welder

Electrician

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
- ☐ **Research**
- ☑ **Curriculum development**
- ☐ **Tool development**
- ☑ **In-class training**
- ☐ **On-the-job training**
- ☐ **Needs assessment**
- ☐ **Promotion**
- ☑ **Tutor / Provider Training**

Target group:
- ☐ **Aboriginal people**
- ☐ **Women**
- ☐ **Visible minorities**
- ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Bridging the gap between the 'academic' aspect of learning literacy skills and the applicability of those skills to future personal and work related contexts.

Partners:
- ☐ **Employer:**
- ☐ **Labour union:**
- ☐ **Community college:**
- ☑ **Community-based organizatio** Education Learning Literacy Network
- ☐ **Sector council:**
- ☐ **Apprenticeship regulatory body**
- ☐ **Employees**

Contact info:

Name of Project: IBEW Essential Skills Needs Assessment

Sponsor's Name: International Brotherhood of Electrical Workers (IBEW)

Description: The International Brotherhood of Electrical Workers serve the interests of approximately 55,000 members in Canada working in the following sectors: construction, utilities, telecommunications, government, mining, paper mills manufacturing and railroads. In June 2001 the IBEW unveiled Vision of Excellence 2001: Action Plan for Strengthening the IBEW in Canada. This report included a Lifelong Learning Agenda which identified four learning targets and associated activities: Skills Training, Labour Education, Organizing and Essential Skills. This proposal builds from IBEW's public commitment to conduct an Essential Skills Needs Assessment. This initiative will identify a national, multi-sector research plan that will assist the IBEW in identifying essential skills learning needs among its current workforce and how they may be best addressed. The research will also be conducted in the construction and utility sectors which is 70% of the IBEW membership and is currently dealing with a variety of human resource challenges. The organization will establish an Essential Skills Steering Committee with a representative from the various stakeholders in each sector to ensure the effectiveness of the project. This project will help the IBEW Canadian Office and its Local Unions support the efforts in developing essential skills products, tools and services. To evaluate the success of this project a feedback form will accompany the report on the IBEW's Web site and users will be invited to voice their comments. A written final report with a copy of the needs assessment will be submitted to the NLS.

Start Date:	January 2002	**End Date:**	August 2002
City:	Mississauga	**Province/Territory:**	Ontario
Scope:	☐ **Local** ☐ **Regional**	☐ **Provincial/Territorial** ☐ **Interprovincial**	☑ **National**
Essential skills:	☑ **Reading text** ☑ **Document use** ☑ **Writing**	☑ **Oral communication** ☑ **Working with others** ☑ **Computer use**	☑ **Thinking skills:** ☐ **Problem solving** ☐ **Decision Making**

☑ **Numeracy**

☑ **Continuous Learning**

☐ **Job Task Planning and Organization**

☐ **Significant use of memory**

☐ **Finding information**

Skilled trades addressed: Construction Electrician
Powerline Technician

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☑ **Research**
☐ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☑ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project: To support the efforts in developing essential skills products, tools and services.

Intended outcomes: Needs assessment and research of human resources issues in construction and utility industries.

Partners:
☐ **Employer:**
☑ **Labour union:** International Brotherhood of Electrical Workers
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Integration of Literacy Training into Construction Skills Training Program

Sponsor's Name: L.I.U.N.A. Local 183 Training and Rehabilitation Centre Trust Fund

Description: Phase I - Design and implementation of a literacy needs assessment and design and implementation of a "pilot" literacy curriculum for selected construction trades. Phase II - To continue work to integrate literacy into construction skills training by adapting/developing job-specific learning materials; designing and piloting instructor training workshops; creating a step-by-step guide for instructors.

Start Date: 1988-1989 (phase I), 1990-1991 (phase II)

End Date:

City: Toronto

Province/Territory: Ontario

Scope:
☑ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☐ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Labourers

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project: ☐ **Research** ☐ **In-class training** ☐ **Promotion**

	☑ **Curriculum development**	☐ **On-the-job training**	☑ **Tutor / Provider Training**
	☐ **Tool development**	☑ **Needs assessment**	
Target group:	☐ **Aboriginal people**	☐ **Visible minorities**	
	☐ **Women**	☐ **Persons with disabilities**	

Purpose of project:

Intended outcomes: A literacy needs assessment and a "pilot" literacy curriculum for selected construction trades.

Partners:

☐ **Employer:**
☑ **Labour union:** LIUNA
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Instructors' Guide

Sponsor's Name: Manitoba Women in Trades and Technology Association

Description: The project will review and critically analyze the literature on women and trades-related literacy, to generate a list of generic trades-related reading materials needed to carry out reading activities, to identify skills and knowledge required by pre-trades.

Start Date: 1992-1993

End Date:

City: Winnipeg

Province/Territory: Manitoba

Scope:

☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:

☑ **Reading text**
☐ **Document use**
☑ **Writing**
☐ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: All

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:

☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☑ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group: ☐ Aboriginal people ☐ Visible minorities
☑ Women ☐ Persons with disabilities

Purpose of project:

Intended outcomes: A list of generic trades-related reading materials needed to carry out reading activities, identify skills and knowledge required by pre-trades.

Partners:
☐ Employer:
☐ Labour union:
☐ Community college:
☐ Community-based organizatio
☐ Sector council:
☐ Apprenticeship regulatory body
☐ Employees

Contact info:

Name of Project: Instructors Handbook for Integrating Workplace Literacy Skills into Practi

Sponsor's Name: Manitoba Women in Trades and Technology Association

Description: The project will do the final preparation and publication of the handbook, which was researched and developed in Phase I of the project (1992)

Start Date: 1993-1994

End Date:

City: Winnipeg

Province/Territory: Manitoba

Scope:
☐ Local
☐ Regional
☑ Provincial/Territorial
☐ Interprovincial
☐ National

Essential skills:
☑ Reading text
☐ Document use
☑ Writing
☐ Numeracy
☐ Oral communication
☐ Working with others
☐ Computer use
☐ Continuous Learning
☐ Thinking skills:
  ☐ Problem solving
  ☐ Decision Making
  ☐ Job Task Planning and Organization
  ☐ Significant use of memory
  ☐ Finding information

Skilled trades addressed: All

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ Research
☑ Curriculum development
☐ Tool development
☐ In-class training
☐ On-the-job training
☐ Needs assessment
☐ Promotion
☑ Tutor / Provider Training

Target group:
☐ Aboriginal people
☐ Visible minorities

☑ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners:
☐ **Employer:**
☐ **Labour union:**
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Akwesasne Trades and Literacy/Numeracy Project (Nuts and Bolts)

Sponsor's Name: Mohawk Council of Akwesasne Adult Education Program

Description: The Mohawk Council of Akwesasne Adult Education Program will research and develop a multi-trade based curriculum with a literacy, numeracy and workplace safety focus. This curriculum will be field-tested for 20 weeks with a group of 18 - 24 year- old aboriginal learners who have little or no workplace experience. Learner and facilitator evaluations will be conducted and a final report including recommendations will be written.

Start Date: 1998-1999

End Date:

City:

Province/Territory: Ontario

Scope:
☐ **Local**
☑ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☐ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Multi-trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project: ☐ **Research** ☐ **In-class training** ☐ **Promotion**

☑ **Curriculum development** ☐ **On-the-job training** ☐ **Tutor / Provider Training**
☐ **Tool development** ☐ **Needs assessment**

Target group: ☑ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: A multi-trade based curriculum with a literacy, numeracy and workplace safety focus.

Partners:
☐ **Employer:**
☐ **Labour union:**
☐ **Community college:**
☑ **Community-based organizatio** Mohawk Council of Akwesasne Adult Education Program
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Development of Specialized Literacy Training for Trades

Sponsor's Name: New Brunswick Pipe Trades Association

Description: The project will develop specialized literacy curricula in basic reading and mathematical skills for adults.

Start Date: 1988-1989, 1989-1990

End Date:

City:

Province/Territory: New Brunswick

Scope:
- ☐ Local
- ☐ Regional
- ☑ Provincial/Territorial
- ☐ Interprovincial
- ☐ National

Essential skills:
- ☑ Reading text
- ☐ Document use
- ☑ Writing
- ☑ Numeracy
- ☐ Oral communication
- ☐ Working with others
- ☐ Computer use
- ☐ Continuous Learning
- ☐ Thinking skills:
  - ☐ Problem solving
  - ☐ Decision Making
  - ☐ Job Task Planning and Organization
  - ☐ Significant use of memory
  - ☐ Finding information

Skilled trades addressed:
Plumbers
Steamfitters
Welders

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
- ☐ Research
- ☑ Curriculum development
- ☐ Tool development
- ☐ In-class training
- ☐ On-the-job training
- ☐ Needs assessment
- ☐ Promotion
- ☐ Tutor / Provider Training

Target group:
- ☐ Aboriginal people
- ☐ Visible minorities

☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners:

☐ **Employer:**

☑ **Labour union:** United Association of Journeymen and Apprentices of the Plumbing, Pipefitting, Sprinkler Fitting Industry of the United States and Canada

☐ **Community college:**

☐ **Community-based organizatio**

☐ **Sector council:**

☐ **Apprenticeship regulatory body**

☐ **Employees**

Contact info:

Name of Project: Literacy Across the Curriculum

Sponsor's Name: Nova Scotia Community College (NSCC)

Description: An in-servicing module will be developed for NSCC teachers in trades training programs to introduce the concept of literacy across the curriculum. These instructors will also be provided with practical strategies to incorporate reading, writing and basic math.

Start Date: 1992-1993

End Date:

City:

Province/Territory: Nova Scotia

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☐ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: All

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☑ **Tutor / Provider Training**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Introduction of the concept of literacy across the curriculum in trades training programs.

Partners:
- ☐ **Employer:**
- ☐ **Labour union:**
- ☑ **Community college:** Nova Scotia Community College
- ☐ **Community-based organizatio**
- ☐ **Sector council:**
- ☐ **Apprenticeship regulatory body**
- ☐ **Employees**

Contact info:

Name of Project: Apprenticeship Improving Academics

Sponsor's Name: Nova Scotia Community College (NSCC)

Description: The Nova Scotia Community College, Truro Campus, in partnership with the Colchester Adult Learning Association (CALA) and various agencies and businesses in the community, will research, develop, promote, and pilot a literacy initiative aimed at increasing awareness of, and addressing the need for, adult upgrading in the fields of independent business and apprenticeable trades. The project will identify the literacy needs of individuals apprenticed or self-employed to ensure that they have the ability to continue with their apprenticeship training and/or secure employment. To do this, the College will conduct a literacy needs assessment, using a series of surveys and interviews, to determine the types of upgrading programs and supports needed by the apprentice able trades and independent businesses in Colchester County. The information will be compiled to ensure the curriculum is based upon work appropriate contextualized themes. A test pilot will be designed and implemented by CALA. It will involve advertising to promote the program, conducting entrance interviews and ability testing, testing of the program, and conducting student assessments. The design will also include an evaluation and documentation component allowing CALA to compile statistics and report on the outcome of the pilot. A final report will be distributed to the various partners involved, including the Department of Education, Career and Transition Services, the Apprenticeship Division, and the County Regional Development Authority.

Start Date: 1999-2000

End Date:

City:

Province/Territory: Nova Scotia

Scope:

☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:

☑ **Reading text**
☐ **Document use**
☑ **Writing**
☐ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**

☐ **Significant use of memory**
☐ **Finding information**

Skilled trades addressed: Apprenticeable trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☑ **Research**
☑ **Curriculum development**
☐ **Tool development**
☑ **In-class training**
☐ **On-the-job training**
☑ **Needs assessment**
☑ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project: Necessity to research, develop, promote, and pilot a literacy initiative aimed at increasing awareness of, and addressing the need for, adult upgrading in the fields of independent business and apprenticeable trades.

Intended outcomes: A test pilot will be designed and implemented Colchester Adult Learning Association including conducting entrance interviews and ability testing, testing of the program, and conducting student assessments.

Partners:
☐ **Employer:**
☐ **Labour union:**
☑ **Community college:** Nova Scotia Community College
☑ **Community-based organizatio** Colchester Adult Learning Association
☐ **Sector council:**
☑ **Apprenticeship regulatory body** NS Department of Education and Apprenticeship Branch
☐ **Employees**

Contact info:

Name of Project: Phase II: Learning for Life Campaign

Sponsor's Name: Operating Engineers Education and Development Inc.

Description: The Operating Engineers Education and Development Inc. will launch a campaign to promote lifelong learning among OE members and motivate them to participate in its Workplace Integrated Skills Program; develop trade-based training materials; test the material; develop a basic skills assessment instrument and work to integrate the program into its ongoing training programs.

Start Date: 1995-1996 **End Date:**

City: Mount Pearl **Province/Territory:** Newfoundland

Scope:
- ☐ Local
- ☐ Regional
- ☑ Provincial/Territorial
- ☐ Interprovincial
- ☐ National

Essential skills:
- ☑ Reading text
- ☑ Document use
- ☑ Writing
- ☑ Numeracy
- ☐ Oral communication
- ☐ Working with others
- ☐ Computer use
- ☐ Continuous Learning
- ☐ Thinking skills:
  - ☐ Problem solving
  - ☐ Decision Making
  - ☐ Job Task Planning and Organization
  - ☐ Significant use of memory
  - ☐ Finding information

Skilled trades addressed: Operating engineers trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
- ☐ Research
- ☐ Curriculum development
- ☑ In-class training
- ☐ On-the-job training
- ☑ Promotion
- ☐ Tutor / Provider Training

☑ **Tool development** ☐ **Needs assessment**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Attracting operating engineers to participate in its Workplace Integrated Skills Program; develop trade-based training materials and a basic skills assessment instrument and work to integrate the program into its ongoing training programs.

Partners:
☐ **Employer:**
☑ **Labour union:** International Union of Operating Engineers
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Practical Interactive Program for Exploration of Literacy in New Entrants

Sponsor's Name: Operating Engineers Training Institute of Saskatchewan Inc.

Description: The Operating Engineers Training Institute of Saskatchewan (OETIS) provides training for the crane and hoist trade as well as equipment operating. With an ageing operating engineer's workforce and the growing aboriginal population there is an opportunity to attract new entrants to the trade. However research has shown that literacy and other essential skills are prerequisites to successful recruitment and retention. This project will help OETIS develop a training strategy. The project will conduct research on previous studies and already developed tools to address the upgrading of needs of operating engineers in numeracy, literacy, and computer skills. The project will also analyze the essential skill levels of the First Nations population. The goal is to maximize the use of training dollars by identifying people with the essential skills to complete operating engineering training. This research will help OETIS develop and implement a tool box of best practices for assessing the essential skill levels of the multicultural Saskatchewan's labour force. This project will benefit the current 800 operating engineers and will provide others across the country with new tools. A written final report will be submitted to the National Literacy Secretariat.

Start Date: 2001-2002 **End Date:**

City: Saskatoon **Province/Territory:** Saskatchewan

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☑ **Computer use**
☐ **Continuous Learning**
☑ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Crane and hoist trade

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☑ **Research**
☐ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☑ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☑ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project: Literacy and other essential skills are prerequisites to successful recruitment and retention of new entrants.

Intended outcomes: To maximize the use of training dollars by identifying people with the essential skills to complete operating engineering training. Development and implementation of a tool box of best practices for assessing the essential skill levels of the multicultural Saskatchewan's labour force. This project will benefit the current 800 operating engineers and will provide others across the country with new tools.

Partners:
☐ **Employer:**
☑ **Labour union:** International Union of Operating Engineers
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Building for the Future: Using the LBS Matrix and Outcomes to Develop

Sponsor's Name: Preparatory Training Programs of Toronto

Description: Preparatory Training Programs of Toronto (PTP) will work with construction apprenticeship programs to develop three workbooks within the Literacy and Basic Skills (LBS) matrix for literacy learners with employment goals in this area, and to create a specific pre-apprentice LBS path. The workbooks, which will be developed based on input from partners such as the Local 27 Carpenters Union, The Labourers International Union of North America and The Terrazzo Tile and Marble Association of Canada, will include reading, writing, and math activities related to pre-apprenticeship, as well as an instructor's manual, lesson plans and instructor notes. The activities and demonstrations will be designed with a step-by-step approach to make it easy for any practitioner to include realistic tasks in their pre- apprenticeship programming. Pilot training sessions across the province of Ontario will be held to familiarize literacy program staff with the materials, demonstrations, and the LBS skills required to enter each of the apprenticeships. This project will result in a model for collaboration between community-based literacy programs and industry and labour-based apprenticeships. Feedback from the pilot tests will be used to measure the project's effectiveness.

Start Date: 2002-2003 **End Date:**

City: Toronto **Province/Territory:** Ontario

Scope:
☑ **Local** ☐ **Provincial/Territorial** ☐ **National**
☐ **Regional** ☐ **Interprovincial**

Essential skills:
☑ **Reading text** ☐ **Oral communication** ☐ **Thinking skills:**
☑ **Document use** ☐ **Working with others** ☐ **Problem solving**
☑ **Writing** ☐ **Computer use** ☐ **Decision Making**
☑ **Numeracy** ☐ **Continuous Learning** ☐ **Job Task Planning and Organization**
☐ **Significant use of memory**
☐ **Finding information**

Skilled trades addressed: Construction trades
Tile setter

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☑ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Development of three workbooks within the Literacy and Basic Skills (LBS) matrix for literacy learners with employment goals in this area, and creation of a specific pre-apprentice LBS path. Conducting pilot training sessions across to familiarize literacy program staff with the materials, demonstrations, and the LBS skills required to enter each of the apprenticeships. This project will result in a model for collaboration between community-based literacy programs and industry and labour-based apprenticeships.

Partners:
☑ **Employer:** The Terrazzo Tile and Marble Association of Canada
☑ **Labour union:** Local 27 Carpenters Union, The Labourers International Union of North America
☐ **Community college:**
☑ **Community-based organizatio** Preparatory Training Programs of Toronto
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: An Initial Assessment of Apprenticeship Candidates – Workplace Literacy

Sponsor's Name: Project Read Literacy Network Waterloo-Wellington Inc.

Description: Project Read Literacy Network (PRLN) Waterloo-Wellington Inc. will adapt their existing Literacy and Basic Skills Referral Assessment package for three identified apprenticeship trades. By doing this, they will provide employers with a useful tool to screen potential apprenticeship candidates, who in turn will be able to profit from more effective individual training plans from literacy agencies. PRLN will begin with initial research on the apprenticeship sector to determine its entry requirements, existing pre-testing and enrolment procedures. They will also contact all their advisory partners for their input regarding the targeting of trades and the adaptation of the literacy assessment package. They will then identify three target industry sectors that utilize an apprenticeship system and contact the training committees in those sectors to begin consultations and development of the package. Further research will be conducted to gather materials for inclusion into the literacy assessment package. Once completed, the assessments will be validated by PRLN's advisory partners, piloted with apprenticeship candidates and revised as needed. The results of the project and the steps taken to achieve them will be documented in a report, which will be made available to other organizations throughout Ontario. Feedback on the assessment package from adult and literacy agencies representatives, as well as pre-project and post-project surveys with key stakeholders will be used to evaluate the success of this project.

Start Date: 2001-2002

End Date:

City:

Province/Territory: Ontario

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**

☐ **Significant use of memory**
☐ **Finding information**

Skilled trades addressed: 3 trades - not specified

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☑ **Research**
☐ **Curriculum development**
☑ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: An assessment package which provides employers with a useful tool to screen potential apprenticeship candidates, who in turn will be able to profit from more effective individual training plans from literacy agencies.

Partners:
☐ **Employer:**
☐ **Labour union:**
☐ **Community college:**
☑ **Community-based organizatio** Project Read Literacy Network Waterloo-Wellington Inc.
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Literacy & Prior Learning Assessment: Strengthening the Foundation in A

Sponsor's Name: PEI Provincial Apprenticeship Board

Description: The P.E.I. Provincial Apprenticeship Board, in partnership with Workplace Education P.E.I., will develop and design a literacy and numeracy project to increase the success rate of trades people who are seeking trades certification. The Board will research and record the number of individuals actively employed in voluntary and compulsory trades, the number who are certified, and their literacy and numeracy levels. A Prior Learning Assessment and Recognition (PLAR) portfolio on the apprenticeship process will be developed to demonstrate the chronological events involved in apprenticeship and certification. This project will also focus on gathering of essential skills information and completion of all preparatory work to develop the pilot, including a curriculum outline, a delivery agenda, and an information session. This project will be evaluated through individual interviews, focus groups, and written/oral surveys. This project will lay the foundation for a pilot that will allow trades people to maximize opportunities and progress towards certification in order to remain competitive in a changing work environment. In addition, this project will provide the basis to establish a province-wide initiative to increase awareness of the importance of literacy and numeracy skills in obtaining trades certification. The resulting model can be shared with other provinces.

Start Date: 2002-2003 **End Date:**

City: Charlottetown **Province/Territory:** Prince Edward Island

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☑ **Working with others**
☑ **Computer use**
☑ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**

Skilled trades addressed: All

☐ **Finding information**

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☑ **Research**
☑ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☑ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project: Necessity to increase the success rate of trades people who are seeking trades certification.

Intended outcomes: Records of literacy and numeracy levels of individuals employed in voluntary and compulsory trades, essential skills information, a curriculum outline, a delivery agenda, and an information session for a pilot. The project will provide the basis to establish a province-wide initiative to increase awareness of the importance of literacy and numeracy skills in obtaining trades certification.

Partners:
☑ **Employer:** Various
☑ **Labour union:** Various
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** Workplace Education PEI
☑ **Apprenticeship regulatory body** PEI Apprenticeship Board
☐ **Employees**

Contact info:

Name of Project: Trades and Apprenticeship Literacy Research Project

Sponsor's Name: PEI Provincial Apprenticeship Board

Description: The Provincial Apprenticeship Board will undertake research on the literacy levels of trades people and apprentices to assist in planning the literacy skills training they need to reach their greatest potential in their trades.

Start Date: 2000

End Date: April 2001

City: Charlottetown

Province/Territory: Prince Edward Island

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: 19 trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☑ **Research**
☐ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:	☐ **Aboriginal people**	☐ **Visible minorities**
	☐ **Women**	☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Understanding of the literacy levels of trades people and apprentices, and needs of those involved at every stage within each trade area. Recommendations on options for programs designed to meet the needs in PEI.

Partners:

☑ **Employer:** Various

☑ **Labour union:** various

☐ **Community college:**

☐ **Community-based organizatio**

☑ **Sector council:** Workplace Education PEI

☑ **Apprenticeship regulatory body** PEI Apprenticeship Board

☐ **Employees**

Contact info:

Name of Project: Roofers Educational Skills Training

Sponsor's Name: Roofing Industry Training Association of Alberta

Description: The project will provide curriculum development, as well as administrative and instructional services for training which delivers literacy skills necessary to better perform roofers' job and to keep up with technological changes within the roofing industry.

Start Date: 1993-1994

End Date:

City:

Province/Territory: Alberta

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☐ **Working with others**
☑ **Computer use**
☐ **Continuous Learning**
☑ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Roofer

Essential skills profile created?

Project cost:

Government funder: AB Advanced Education and Career Development; HRSDC (NLS)

Type of project:
☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☑ **In-class training**
☐ **On-the-job training**
☑ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: 100 hours of literacy upgrading were provided with overall attendance average of 76% and over 20% gains in pre/post assessment scores.

Partners:
☑ **Employer:** Roofing Industry Training Association of Alberta
☐ **Labour union:**
☑ **Community college:** Alberta Vocational College-Edmonton, Keyano College
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☑ **Employees**

Contact info:

Name of Project: Applied Mathematics for Trades

Sponsor's Name: Saskatchewan Labour Force Development Board

Description: The project will pilot a new approach to applied mathematics teaching for people in the apprenticeable trades. The project will develop exercises in particular trades (i.e.. electrician) to enable to move from the general instruction of a concept to the specific training required by the participants.

Start Date: 2001-2002

End Date:

City:

Province/Territory: Saskatchewan

Scope:
- ☐ **Local**
- ☐ **Regional**
- ☑ **Provincial/Territorial**
- ☐ **Interprovincial**
- ☐ **National**

Essential skills:
- ☐ **Reading text**
- ☐ **Document use**
- ☐ **Writing**
- ☑ **Numeracy**
- ☐ **Oral communication**
- ☐ **Working with others**
- ☐ **Computer use**
- ☐ **Continuous Learning**
- ☐ **Thinking skills:**
  - ☐ **Problem solving**
  - ☐ **Decision Making**
  - ☐ **Job Task Planning and Organization**
  - ☐ **Significant use of memory**
  - ☐ **Finding information**

Skilled trades addressed: Apprenticeable trades

Essential skills profile created?

Project cost:

Government funder:

Type of project:
- ☐ **Research**
- ☑ **Curriculum development**
- ☐ **Tool development**
- ☑ **In-class training**
- ☐ **On-the-job training**
- ☐ **Needs assessment**
- ☐ **Promotion**
- ☐ **Tutor / Provider Training**

Target group: ☑ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: A new approach to teaching applied mathematics

Partners:
☑ **Employer:** Various
☑ **Labour union:** Various
☑ **Community college:** Parkland Regional College
☑ **Community-based organizatio** Yorkton Tribal Council
☑ **Sector council:** Saskatchewan Labour Force Development Board
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info: 202-2222 13th Avenue, Regina, SK S4P 3M7,Tel. (306) 352-5999, Fax (306) 757-7880,
E-mail: slfdb@slfdb.com

Name of Project: Essential Skills Occupation Activities through Capacity Building

Sponsor's Name: SkillPlan - BC Construction Industry Skills Improvement Council

Description: The project will develop Essential Skills occupation activities and build capacity by actively involving provincial/territorial participants in the development resource materials that are related to their community employment needs. It will help build/supplement the individual competency base of workers and create a support network of partners amongst Adult Educators, Literacy Educators, College. This project involves both partnership building and developing materials for SkillPlan's 'How Do Your Skills Measure Up?' site.

Start Date: September 2003

End Date:

City: Burnaby

Province/Territory: British Columbia

Scope:

☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:

☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☑ **Working with others**
☑ **Computer use**
☑ **Continuous Learning**
☑ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Construction trades

Essential skills profile created?

Project cost: 537,004

Government funder: HRSDC (HRP)

Type of project:
☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: To help build/supplement the individual competency base of workers and create a support network of partners among adult and literacy educators, college instructors and employment counsellors across Canada. By completion of the project, there will be an increase of 20 NOCs (5 of which will include Red Seal occupations) which will be posted on SkillPlan's Measure Up site (http://www.towes.com/measureup.asp)

Partners:
☑ **Employer:** Construction contractors
☑ **Labour union:** Construction unions
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** SkillPlan
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Reading at Work

Sponsor's Name: SkillPlan - BC Construction Industry Skills Improvement Council

Description: This two-part resource will enable enables instructors and tutors, from the fields of adult/workplace education, literacy, and employment counselling to facilitate the development of reading competency with workers, new Canadians, and aspiring workers. There are currently few resource materials available that use authentic workplace documents as the basis for learning activities and adult and workplace educators have requested a resource that presents the access and use information that is more reflective of employment situations. The resource will help entry-level workers, as well as those who need to increase their competency in the area of reading text so that they may keep their current jobs.

Start Date: October 2003

End Date:

City: Burnaby

Province/Territory: British Columbia

Scope:

☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:

☑ **Reading text**
☑ **Document use**
☐ **Writing**
☐ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Construction trades

Essential skills profile created?

Project cost: 536,056

Government funder: HRSDC (HRP)

Type of project:
☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☑ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project: Currently, there are few sources of materials available that use authentic workplace documents as the basis for learning activities and adult and workplace educators have requested a resource that presents the access and use of information that is more reflective of employment situation.

Intended outcomes: The resource will help entry-level workers, as well as those who need to increase their competency in the area of reading text so that they may keep their current job.

Partners:
☑ **Employer:** Construction contractors
☑ **Labour union:** Construction unions
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** SkillPlan
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Overcoming Literacy Barriers in the Construction Industry

Sponsor's Name: SkillPlan - BC Construction Industry Skills Improvement Council

Description: SkillPlan is a joint labour/management initiative of the British Columbia construction Industry with the mission of developing training strategies to improve the basic skills of people working in the unionized construction industry in BC and the Yukon Territory. The Council with their partners will develop a resource manual which will address issues such as: apprenticeship, fitting into the workplace culture, work ethics, technical training, people skills, life style, and overcoming barriers. They will do this by conducting a series of interviews with apprentices, journeypersons and employers in the building trades many of whom have lower levels of literacy. They will also develop practice exercises and problem solving model applied to different situations. Focus groups will be organized to gather feedback from apprentices and trades instructors. The manual will be advertised and marketed through their network of contacts made up of 16 international trade unions, labour and workplace literacy programs. Ordering information and excerpts will also be made available on their website. A written final report will be submitted to the NLS.

Start Date: 1999-2000

End Date:

City: Burnaby

Province/Territory: British Columbia

Scope:
- ☐ **Local**
- ☐ **Regional**
- ☑ **Provincial/Territorial**
- ☐ **Interprovincial**
- ☐ **National**

Essential skills:
- ☑ **Reading text**
- ☑ **Document use**
- ☑ **Writing**
- ☑ **Numeracy**
- ☐ **Oral communication**
- ☐ **Working with others**
- ☐ **Computer use**
- ☐ **Continuous Learning**
- ☐ **Thinking skills:**
  - ☐ **Problem solving**
  - ☐ **Decision Making**
  - ☐ **Job Task Planning and Organization**
  - ☐ **Significant use of memory**
  - ☐ **Finding information**

Skilled trades addressed: Construction trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:

☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☑ **Promotion**
☐ **Tutor / Provider Training**

Target group:

☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: A resource manual which includes practice exercises and problem solving models applied to different situations. The manual is to be distributed through a network of 16 international trade unions, labour and workplace literacy programs.

Partners:

☑ **Employer:** Construction contractors
☑ **Labour union:** Construction unions
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** SkillPlan
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info: Lynda Fownes, Executive Director, Tel: (604) 436-1126, Fax: (604) 436-1149, E-mail: lfownes@skillplan.ca, address: Suite 405 3701 Hastings Street, Burnaby, BC V5C 2H6

Name of Project: Essential Skills and Success in Apprenticeship

Sponsor's Name: SkillPlan - BC Construction Industry Skills Improvement Council

Description: The project conducted a research of Essential Skills and Success in Apprenticeship and prepared a background paper for the November 2001 meeting of the Canadian Council of Directors of Apprenticeship in Ottawa. The paper was prepared at the request of HRDC as background to stimulate discussion on ES. The task was to highlight essential skills – reading, document use, numeracy, problem solving, etc., - define the issues and report on solutions or responses where they exist.

Start Date: 2001 **End Date:** November 2001

City: **Province/Territory:** British Columbia

Scope:
- ☐ **Local**
- ☐ **Regional**
- ☐ **Provincial/Territorial**
- ☐ **Interprovincial**
- ☑ **National**

Essential skills:
- ☑ **Reading text**
- ☑ **Document use**
- ☑ **Writing**
- ☑ **Numeracy**
- ☑ **Oral communication**
- ☑ **Working with others**
- ☑ **Computer use**
- ☑ **Continuous Learning**
- ☐ **Thinking skills:**
  - ☐ **Problem solving**
  - ☐ **Decision Making**
  - ☐ **Job Task Planning and Organization**
  - ☐ **Significant use of memory**
  - ☐ **Finding information**

Skilled trades addressed: Construction trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (HRP)

Type of project: ☑ **Research** ☐ **In-class training** ☐ **Promotion**

☐ **Curriculum development** ☐ **On-the-job training** ☐ **Tutor / Provider Training**
☐ **Tool development** ☐ **Needs assessment**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: A background paper aiming to stimulate discussion of the essential skills issue at the November 2001 meeting of the Canadian Council of Directors of Apprenticeship.

Partners:
☑ **Employer:** Construction contractors
☑ **Labour union:** Construction unions
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** SkillPlan
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info: Lynda Fownes, Executive Director, Tel: (604) 436-1126, Fax: (604) 436-1149, E-mail: lfownes@skillplan.ca, address: Suite 405 – 3701 Hastings Street, Burnaby, BC V5C 2H6

Name of Project: English at Work - Linking Industry & Adult Educators

Sponsor's Name: SkillPlan - BC Construction Industry Skills Improvement Council

Description: The BC Construction Industry Skills Improvement Council (SkillPlan) in partnership with the Open Learning Agency will design and present a four day workshop to give adult educators real life experience with the reading and writing that happens on the job. Up to 20 educators will be given hands on experiences with three different trades with actual site visits. This pilot will be a model for elsewhere in the country. Support will also be provided by BC Ministry of Skills, Labour and Training and by registration fees.

Start Date: 1996-1997

End Date:

City: Burnaby

Province/Territory: British Columbia

Scope:

- ☐ **Local**
- ☐ **Regional**
- ☑ **Provincial/Territorial**
- ☐ **Interprovincial**
- ☐ **National**

Essential skills:

- ☑ **Reading text**
- ☑ **Document use**
- ☑ **Writing**
- ☑ **Numeracy**
- ☐ **Oral communication**
- ☐ **Working with others**
- ☐ **Computer use**
- ☐ **Continuous Learning**
- ☐ **Thinking skills:**
  - ☐ **Problem solving**
  - ☐ **Decision Making**
  - ☐ **Job Task Planning and Organization**
  - ☐ **Significant use of memory**
  - ☐ **Finding information**

Skilled trades addressed: Construction trades

Essential skills profile created?

Project cost:

Government funder: BC Ministry of Skills, Labour and Training

Type of project:
☐ **Research**
☐ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☑ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: This pilot will be a model for elsewhere in the country.

Partners:
☑ **Employer:** Construction contractors
☑ **Labour union:** Construction unions
☐ **Community college:**
☑ **Community-based organizatio** Open Learning Agency
☑ **Sector council:** SkillPlan
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info: Lynda Fownes, Executive Director, Tel: (604) 436-1126, Fax: (604) 436-1149, E-mail: lfownes@skillplan.ca, address: Suite 405 – 3701 Hastings Street, Burnaby, BC V5C 2H6

Name of Project: Reading Documents at Work

Sponsor's Name: SkillPlan - BC Construction Industry Skills Improvement Council

Description: The Council (SkillPlan) will develop a stepping stone course for trades where basic skills are a barrier to further industry training; design a training program for adult educators that introduces them to the actual reading requirements on the job; and explore using technology for delivery of upgrading pre-courses.

Start Date: 1996

End Date:

City: Burnaby

Province/Territory: British Columbia

Scope:

☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:

☑ **Reading text**
☐ **Document use**
☐ **Writing**
☐ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Construction trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:

☑ **Research**
☑ **Curriculum development**
☐ **Tool development**
☑ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:	☐ **Aboriginal people**	☐ **Visible minorities**
	☐ **Women**	☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: A course for trades where basic skills are a barrier to further industry training. A training program for adult educators to introduces them to the actual reading requirements on the job.

Partners:
- ☑ **Employer:** Construction contractors
- ☑ **Labour union:** Construction unions
- ☐ **Community college:**
- ☐ **Community-based organizatio**
- ☑ **Sector council:** SkillPlan
- ☐ **Apprenticeship regulatory body**
- ☐ **Employees**

Contact info: Lynda Fownes, Executive Director, Tel: (604) 436-1126, Fax: (604) 436-1149, E-mail: lfownes@skillplan.ca, address: Suite 405 3701 Hastings Street, Burnaby, BC V5C 2H6

Name of Project: Science and Essential Skills in the Construction Industry

Sponsor's Name: SkillPlan - BC Construction Industry Skills Improvement Council

Description: NLS: SkillPlan - the BC Construction Industry Skills Improvement Council - is a partnership between construction owners and construction unions to provide training for that industry. SkillPlan has identified that many apprentices lack the basic literacy and essential skills necessary to succeed at apprenticeship. One of the unique situations faced by apprentices is a lack of success with the science aspects of their training precisely because they lack the basic literacy skills. SkillPlan proposes to develop two publications. The first is a science manual with concepts and applications from within the construction industry which can be used by pre-apprentices, apprentices, trades trainers and adult educators. The second publication is a companion manual that will explain the model used to develop the first publication so that adult educators can see how the model and materials were developed. Both publications provide a demonstration of how instruction in essential skills can be integrated with instruction in content areas in construction and other workplace settings. The publications will be disseminated nationally.

On-line survey: Science for the trades, An Illustrated Guide to Basic Applications in the construction Industry is a unique addition to the growing library of resources that support workplace essential skills. Photographs and examples from industry illustrate basic principles and concepts of physics and chemistry. These fresh and relevant views of fundamental knowledge are designed to enhance learning and make it relevant to those who are drawn to the hands-on experiences of construction trades. Direct links are made between theory and practice. The process of transferring knowledge to skill is demonstrated at an elemental level, a process that is critical to the increasing demands of theoretical and practical learning in the trades.

Start Date:	September 16, 2002	**End Date:**	November 30, 2003
City:	Burnaby	**Province/Territory:**	British Columbia
Scope:	☐ **Local**	☐ **Provincial/Territorial**	✓ **National**
	☐ **Regional**	☐ **Interprovincial**	

Essential skills:

- ☑ **Reading text**
- ☑ **Document use**
- ☐ **Writing**
- ☑ **Numeracy**
- ☐ **Oral communication**
- ☐ **Working with others**
- ☐ **Computer use**
- ☐ **Continuous Learning**
- ☑ **Thinking skills:**
  - ☑ **Problem solving**
  - ☐ **Decision Making**
  - ☐ **Job Task Planning and Organization**
  - ☐ **Significant use of memory**
  - ☐ **Finding information**

Skilled trades addressed: Construction trades

Essential skills profile created?

Project cost: $88,150.00 (HRDC contribution of $49,900.00)

Government funder: HRSDC (NLS)

Type of project:

- ☐ **Research**
- ☑ **Curriculum development**
- ☐ **Tool development**
- ☐ **In-class training**
- ☐ **On-the-job training**
- ☐ **Needs assessment**
- ☐ **Promotion**
- ☐ **Tutor / Provider Training**

Target group:

- ☐ **Aboriginal people**
- ☐ **Women**
- ☐ **Visible minorities**
- ☐ **Persons with disabilities**

Purpose of project: Many apprentices lack the basic literacy and essential skills necessary to succeed at apprenticeship facing a lack of success with the science aspects of their training. The intent of this book is to address some gaps between theory and application at a basic level and to help facilitate the transition from theory to practice.

Intended outcomes: Two publications: (i) a science manual with concepts and applications from within the construction industry which can be used by pre-apprentices, apprentices, trades trainers and adult educators; (ii) a companion manual that will explain the model used to develop the first publication so that adult educators can see how the model and materials were developed.

Partners:

- ☑ **Employer:** Construction contractors
- ☑ **Labour union:** 16 unions, Construction Labour Relation Association
- ☐ **Community college:**
- ☐ **Community-based organizatio**

☑ **Sector council:** SkillPlan

☐ **Apprenticeship regulatory body**

☐ **Employees**

Contact info:

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Name of Project: Feasibility Study for French Language TOWES (Test of Workplace Essen

Sponsor's Name: TOWES Joint Venture

Description: The TOWES Joint Venture is a collaboration between Bow Valley College and SkillPlan (BC Construction Industry Skills Improvement Council) which has developed TOWES - the Test of Workplace Essential Skills. TOWES addresses the needs of workplaces for an assessment tool based on real-life situations and related to the International Adult Literacy (IALS) literacy levels. TOWES is a direct result of HRDC's work in the area of Essential Skills Profiles. This project will meet a need that has been recognized from the beginning of TOWES' development, that is, the capacity to use TOWES in French. Now that the assessment tool has been validated and accepted across the country and internationally, the opportunity to introduce a French version is now. The TOWES Joint Venture will work with the Association of Canadian Community Colleges to access community colleges in Quebec as well as with the NB Community College and Ontario's Collège Boréal to study the feasibility of a French TOWES. The Joint Venture will investigate the feasibility, develop a cadre of bilingual test item writers and psychometric advisors, to translate/adapt a limited number of test items and field test them, and prepare cost projects and timelines for a fully French TOWES.

Start Date: January 2002

End Date: August 2002

City: Burnaby

Province/Territory: British Columbia

Scope:
- ☐ **Local**
- ☐ **Regional**
- ☐ **Provincial/Territorial**
- ☐ **Interprovincial**
- ☑ **National**

Essential skills:
- ☑ **Reading text**
- ☑ **Document use**
- ☐ **Writing**
- ☑ **Numeracy**
- ☐ **Oral communication**
- ☐ **Working with others**
- ☐ **Computer use**
- ☐ **Continuous Learning**
- ☐ **Thinking skills:**
  - ☐ **Problem solving**
  - ☐ **Decision Making**
  - ☐ **Job Task Planning and Organization**
  - ☐ **Significant use of memory**
  - ☐ **Finding information**

Skilled trades addressed: All trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:	☐ **Research**	☐ **In-class training**	☐ **Promotion**
	☐ **Curriculum development**	☐ **On-the-job training**	☐ **Tutor / Provider Training**
	☑ **Tool development**	☐ **Needs assessment**	

Target group:	☐ **Aboriginal people**	☐ **Visible minorities**
	☐ **Women**	☐ **Persons with disabilities**

Purpose of project: A lack of the capacity to use TOWES (the Test of Workplace Essential Skills) in French

Intended outcomes: Evaluation of the feasibility, a cadre of bilingual test item writers and psychometric advisors, translation/adaptation of a limited number of test items and field test them, and preparation of cost projects and timelines for a fully French TOWES.

Partners:

☑ **Employer:** SkillPlan
☑ **Labour union:** SkillPlan
☑ **Community college:** Bow Valley College
☐ **Community-based organizatio**
☑ **Sector council:** SkillPlan
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: The Workplace Integrated Literacy and Computers Project

Sponsor's Name: Union of Needletrades, Industrial and Textile Employees (UNITE) Local

Description: The Union of Needletrades, Industrial and Textile Employees (UNITE), Local 459 will design and create an approach, based on the "Integrated Model" created by UNITE in 1997, within the workplace context, to provide support to practitioners who use computers as a teaching and learning tool. To do this, the project will identify a model for the use of computers by workplace literacy instructors as a tool to manage student learning, to assist in lesson preparation and activity development, and to facilitate the writing process. An instructor training session will be developed and delivered to discuss the use of the model, gain project feedback and provide an opportunity for trainers to network and collaborate. A Practitioner Resource Handbook will be developed to assist workplace educators in combining literacy and computer instruction. In addition, a promotional package will be created to help develop awareness of the integrative instructional methodology and the workplace model. Evaluation will be conducted through receiving feedback from all project participants and from the field. The project will explore and discover ways to teach and learn literacy and computer skills within the workplace.

Start Date: 2000-2001 **End Date:**

City: Winnipeg **Province/Territory:** Manitoba

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☑ **Computer use**
☐ **Continuous Learning**
☑ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed:

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☐ **Curriculum development**
☑ **Tool development**
☐ **In-class training**
☑ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: An instructor training session which allows to discuss the use of the model, gain project feedback and provide an opportunity for trainers to network and collaborate. A Practitioner Resource Handbook which assists workplace educators in combining literacy and computer instruction. A promotional package to help develop awareness of the integrative instructional methodology and the workplace model.

Partners:
☐ **Employer:**
☑ **Labour union:** Union of Needletrades, Industrial and Textile Employees
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Feasibility Study

Sponsor's Name: United Brotherhood of Carpenters and Joiners of America - Local 27

Description: The Carpenter's Local 27 plans to conduct a feasibility regarding a union based program targeted toward visible minority and native newcomers to Toronto who would like to work in the carpentry trades but who lack the basic skills.

Start Date: 1988-1989

End Date:

City: Toronto

Province/Territory: Ontario

Scope:

☑ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:

☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Carpenter

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:

☐ **Research**
☐ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☑ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group: ☑ **Aboriginal people** ☑ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Feasibility study

Partners:
- ☐ **Employer:**
- ☑ **Labour union:** United Brotherhood of Carpenters and Joiners of America
- ☐ **Community college:**
- ☐ **Community-based organizatio**
- ☐ **Sector council:**
- ☐ **Apprenticeship regulatory body**
- ☐ **Employees**

Contact info:

Name of Project: Aboriginal Computer Based Education and Support System

Sponsor's Name: United Food and Commercial Workers Union, Local 2000

Description: UFCW Local 2000 Training Centre in partnership with Visions First Nations Planning Group, the provincial Industry Training and Apprenticeship Commission, Centra Gas and the Industry Adjustment Services will develop a Distance Education Introductory Training System for the aboriginal community. This project builds from a Regional Initiative for Skill Enhancement (RISE) III which had created an accessible and responsive distance learning option for 28 workers who had erratic skills and/or no access to traditional educational courses. UFCW Local 2000 will explore culturally appropriate basic skills upgrading programs available on-line. UFCW will also evaluate, modify and/or develop components of the Basic Skills on- line curriculum. The curriculum would have an applied focus with an emphasis on the trades and would appropriately address first nation requirements for accessibility. A second component to this project, funded by the Industry Training and Apprenticeship Commission, will be the delivery of training, including curriculum addressing computer technology, and how to learn on-line. This initiative will help create a vision of career options, which would act as incentives to aboriginal people to up-grade their basic skills on-line and in class. This will provide aboriginal participants with employment options related to their choice of trade. An evaluation with identified measures will be maintained regularly. A written report will be submitted to the NLS.

Start Date: 2001-2002

End Date:

City: New Westminster

Province/Territory: British Columbia

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☑ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**

☐ **Significant use of memory**
☐ **Finding information**

Skilled trades addressed: Not specified

Essential skills profile created?

Project cost:

Government funder: BC Industry Training and Apprenticeship Commission

Type of project:
☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☑ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: To create a vision of career options, which would act as incentives to aboriginal people to up-grade their basic skills on-line and in class. To provide aboriginal participants with employment options related to their choice of trade.

Partners:
☐ **Employer:**
☑ **Labour union:** United Food and Commercial Workers Union
☐ **Community college:**
☑ **Community-based organizatio** Visions First Nations Planning Group
☐ **Sector council:**
☑ **Apprenticeship regulatory body** BC Industry Training and Apprenticeship Commission
☐ **Employees**

Contact info:

Name of Project: Integrating Literacy and Union Education

Sponsor's Name: United Steelworkers of America

Description: The United Steelworkers of America (USWA) represents members from every sector of the economy in Canada, factories, offices, hospitals, university campuses, hotels, warehouses, bakeries etc. USWA is a leader in developing and delivering union education to its members. This project will develop, pilot and evaluate a process for integrating literacy and clear language into union courses. USWA will work at building in an understanding of literacy issues and the integration of skills development in the areas of writing, reading and math. It is proposed that sixteen union educators will be selected taking into consideration: areas of expertise and experience as instructor to participate in the revision of four union courses. This initiative will provide Union educators with the tools and the time to adapt the courses taking into consideration literacy and numeracy issues. A project team will be established including internal and external professionals and in addition the coordinator of the Canadian Labour Congress Literacy project will take an active part in the implementation of this initiative. To evaluate the effectiveness of this project a questionnaire will be developed and distributed to all participants. A written final report with a copy of the revised materials will be submitted to the NLS.

Start Date: January 2002
End Date: August 2002

City: Toronto
Province/Territory: Ontario

Scope:
☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Not specified

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☐ **Curriculum development**
☐ **Tool development**
☑ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☑ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Building in an understanding of literacy issues and the integration of skills development in the areas of writing, reading and math.

Partners:
☐ **Employer:**
☑ **Labour union:** United Steelworkers of America
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: USWA National Literacy Project

Sponsor's Name: United Steelworkers of America

Description: The United Steelworkers of America (USWA), in partnership with their national and district offices, area councils, and local unions will conduct a needs assessment to: 1) identify their current literacy policies and programs; and 2) identify gaps in all areas of training such as literacy, workplace training, apprenticeship and employability skills. The union will then produce a written report that will include a series of recommendations to be adopted by the USWA leadership at the national and regional level and the local unions at the upcoming National Policy Conference. A copy of the final report with the recommendations will be submitted to the National Literacy Secretariat.

Start Date: 1999-2000

End Date:

City: Toronto

Province/Territory: Ontario

Scope:

☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:

☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Not specified

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☐ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☑ **Needs assessment**
☑ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Recommendations regarding literacy policies and programs which are to be adopted by the USWA leadership at the national and regional level and the local unions at the upcoming National Policy Conference.

Partners:
☐ **Employer:**
☑ **Labour union:** United Steelworkers of America
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Workplace Literacy

Sponsor's Name: Workplace Education Prince Edward Island

Description: Workplace Education PEI will undertake a project to develop and pilot a workplace literacy program intended for three distinct groups (plumbers, cooks and administrative staff), as well as develop and launch a public awareness and outreach campaign for out-of school youth aimed at increasing the profile of the trades and increasing literacy skills. The workplace literacy program will assess and ensure basic literacy and essential skill levels to improve occupational performance, and to prepare tradespersons for certification and changing job demands. The pilot will focus on three areas of literacy (document, prose, and quantitative) with the goal being the acquisition and application of new literacy skills. Using the workplace education model, the pilot will take place at each work site and job specific curriculum will be developed for each group. In addition to addressing the common literacy issues among these groups, each program will be specifically based on the needs of learners as determined by the Individual Needs Assessment (INA). Based on information from the "Skills Canada Focus Group Report" (2001), a report surveying youths' perceptions of the trades, the public awareness and outreach campaign will highlight successful tradespersons through various media outlets specifically targeting youth, and encourage youth to enter literacy programs that will lead them to trade certification. An advisory committee will be established to oversee the project, and assessment will take place via several informal evaluations. This project will result in the development of a workplace literacy program for tradespersons and administrative staff that will benefit employers and employees, both occupationally and educationally, as well as promoting the importance of literacy and education in obtaining employment as a tradesperson.

Start Date: 2002-2003 **End Date:**

City: Charlottetown **Province/Territory:** Prince Edward Island

Scope: ☐ **Local** ☑ **Provincial/Territorial** ☐ **National**
☐ **Regional** ☐ **Interprovincial**

Essential skills: ☑ **Reading text** ☐ **Oral communication** ☐ **Thinking skills:**

☑ **Document use**
☐ **Writing**
☑ **Numeracy**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Problem solving**
☐ **Decision Making**
☐ **Job Task Planning and Organization**
☐ **Significant use of memory**
☐ **Finding information**

Skilled trades addressed: Plumber
Cook

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☑ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Development of a workplace literacy program for tradespersons and administrative staff that will benefit employers and employees, both occupationally and educationally, as well as promoting the importance of literacy and education in obtaining employment as a tradesperson.

Partners:
☐ **Employer:**
☐ **Labour union:**
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** Workplace Education PEI
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Arctic Plumbing and Literacy

Sponsor's Name: Yukon College

Description: The Old Crow campus of Yukon College will develop a curriculum that will upgrade participants' reading, writing and numeracy skills through a pre-apprenticeship level arctic plumbing course. To do this, the college will pilot a full-time, ten-week course that combines the range of literacy skills with plumbing practice. The resulting curriculum will be distributed throughout arctic communities in Northern Canada.

Start Date: 1999-2000 **End Date:**

City: **Province/Territory:** Yukon Territories

Scope:
☐ Local
☐ Regional
☑ Provincial/Territorial
☐ Interprovincial
☐ National

Essential skills:
☑ Reading text
☑ Document use
☑ Writing
☑ Numeracy
☐ Oral communication
☐ Working with others
☐ Computer use
☐ Continuous Learning
☐ Thinking skills:
  ☐ Problem solving
  ☐ Decision Making
  ☐ Job Task Planning and Organization
  ☐ Significant use of memory
  ☐ Finding information

Skilled trades addressed: Plumber

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ Research
☑ Curriculum development
☑ In-class training
☐ On-the-job training
☐ Promotion
☐ Tutor / Provider Training

☐ **Tool development** ☐ **Needs assessment**

Target group: ☑ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: A curriculum to upgrade participants' reading, writing and numeracy skills through a pre- apprenticeship level arctic plumbing course.

Partners:
☐ **Employer:**
☐ **Labour union:**
☑ **Community college:** Yukon College
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Needs Assessment

Sponsor's Name: United Brotherhood of Carpenters and Joiners of America Local 579 and

Description: The project will assess the extent of basic literacy problems among union members, their willingness to participate in a basic education program and the most suitable program delivery, locations and times.

Start Date: 1993-1994 **End Date:**

City: **Province/Territory:** Ontario

Scope:	☐ **Local**	☑ **Provincial/Territorial**	☐ **National**
	☐ **Regional**	☐ **Interprovincial**	

Essential skills:	☑ **Reading text**	☐ **Oral communication**	☐ **Thinking skills:**
	☑ **Document use**	☐ **Working with others**	☐ **Problem solving**
	☑ **Writing**	☐ **Computer use**	☐ **Decision Making**
	☑ **Numeracy**	☐ **Continuous Learning**	☐ **Job Task Planning and Organization**
			☐ **Significant use of memory**
			☐ **Finding information**

Skilled trades addressed: Carpenter

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:	☐ **Research**	☐ **In-class training**	☐ **Promotion**
	☐ **Curriculum development**	☐ **On-the-job training**	☐ **Tutor / Provider Training**
	☐ **Tool development**	☑ **Needs assessment**	

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Assessment of the extent of basic literacy problems among union members, their willingness to participate in a basic education program and the most suitable program delivery, locations and times.

Partners:
☐ **Employer:**
☑ **Labour union:** United Brotherhood of Carpenters and Joiners of America Local 579 and 2564
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Language Competency Training Program

Sponsor's Name: United Brotherhood of Carpenters and Allied Workers of America Local 2

Description: The Carpenters LAC has created the first carpentry specific Language Competency Training Program. This project will see the development of a course instructors manual which will enable the program to be used by other organizations.

Start Date: 1994-1995 **End Date:**

City: Toronto **Province/Territory:** Ontario

Scope:
- ☑ **Local**
- ☐ **Regional**
- ☐ **Provincial/Territorial**
- ☐ **Interprovincial**
- ☐ **National**

Essential skills:
- ☑ **Reading text**
- ☐ **Document use**
- ☐ **Writing**
- ☐ **Numeracy**
- ☐ **Oral communication**
- ☐ **Working with others**
- ☐ **Computer use**
- ☐ **Continuous Learning**
- ☐ **Thinking skills:**
  - ☐ **Problem solving**
  - ☐ **Decision Making**
  - ☐ **Job Task Planning and Organization**
  - ☐ **Significant use of memory**
  - ☐ **Finding information**

Skilled trades addressed: Carpenter

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
- ☐ **Research**
- ☑ **Curriculum development**
- ☐ **Tool development**
- ☐ **In-class training**
- ☐ **On-the-job training**
- ☐ **Needs assessment**
- ☐ **Promotion**
- ☑ **Tutor / Provider Training**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Development of a course instructors manual which will enable the Language Competency Training Program to be used by other organizations.

Partners:
☐ **Employer:**
☑ **Labour union:** United Brotherhood of Carpenters and Allied Workers
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Workplace Education Manitoba Steering Committee

Sponsor's Name: Workplace Education Manitoba Steering Committee

Description: Workplace Education Manitoba promotes workplace literacy in the province and is a joint initiative of the Manitoba Literacy Office, the NLS, the Canadian Manufacturing Association and the Manitoba Federation of Labour. WEM will undertake 10 projects: Advance Certificate Training for Workplace Literacy Practitioners; designing training for Carpenters through a distance ed model; A Provincial Workplace Literacy Conference; Literacy task analysis for the Aerospace Industry; Workplace Education Mentors; research and attitudinal changes experienced by workplace literacy students; development and evaluation tools; development of participant portfolio assessment; a good practice video and handbook and a small business pilot

Start Date: 1995-1996, 1996-1997 **End Date:**

City: Winnipeg **Province/Territory:** Manitoba

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Carpenters

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☑ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners:
☐ **Employer:**
☑ **Labour union:** Carpenters
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** Workplace Education MB
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Literacy Programming for the International Union of Operating Engineers

Sponsor's Name: Operating Engineers Training Institute of Manitoba Inc.

Description: The group will undertake a study to identify the literacy and numeracy needs of its membership and develop recommendations for remedial training activities.

Start Date: 1991-1992

End Date:

City: Winnipeg

Province/Territory: Manitoba

Scope:

- ☐ Local
- ☐ Regional
- ☑ Provincial/Territorial
- ☐ Interprovincial
- ☐ National

Essential skills:

- ☑ Reading text
- ☑ Document use
- ☑ Writing
- ☑ Numeracy
- ☐ Oral communication
- ☐ Working with others
- ☐ Computer use
- ☐ Continuous Learning
- ☐ Thinking skills:
  - ☐ Problem solving
  - ☐ Decision Making
  - ☐ Job Task Planning and Organization
  - ☐ Significant use of memory
  - ☐ Finding information

Skilled trades addressed: Operating engineers trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:

- ☐ Research
- ☐ Curriculum development
- ☐ Tool development
- ☐ In-class training
- ☐ On-the-job training
- ☑ Needs assessment
- ☐ Promotion
- ☐ Tutor / Provider Training

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Identified literacy and numeracy needs of members of the International Union of Operating Engineers and recommendations for remedial training activities.

Partners:
☐ **Employer:**
☑ **Labour union:** International Union of Operating Engineers
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Literacy Programming for the International Union of Operating Engineers

Sponsor's Name: Operating Engineers Training Institute of Manitoba Inc.

Description: The group will develop a training strategy based on the needs assessment done during Phase I and will test the effectiveness of computer based learning and hands-on learning among its membership.

Start Date: 1992-1993

End Date:

City: Winnipeg

Province/Territory: Manitoba

Scope:

☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:

☑ **Reading text**
☐ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☑ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Operating engineers trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:

☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☑ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners:
☐ **Employer:**
☑ **Labour union:** International Union of Operating Engineers
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Basic Needs Assessment

Sponsor's Name: Operating Engineers Education and Development Inc.

Description: The group will ensure that people working in the construction industry possess basic skills sufficient to enable them to respond to workplace changes and will ensure that the industry remains competitive by gathering information in order to design an effective basic skills upgrading program as a bridge to OEEDI's ongoing training programs.

Start Date: 1994-1995 **End Date:**

City: Mount Pearl **Province/Territory:** Newfoundland

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
 ☐ **Problem solving**
 ☐ **Decision Making**
 ☐ **Job Task Planning and Organization**
 ☐ **Significant use of memory**
 ☐ **Finding information**

Skilled trades addressed: Operating engineers trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☑ **Research**
☐ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Information gathered in order to design an effective basic skills upgrading program as a bridge to OEEDI's ongoing training programs.

Partners:
☐ **Employer:**
☑ **Labour union:** International Union of Operating Engineers
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project:

Sponsor's Name: Operating Engineers Training Institute of Manitoba Inc.

Description: The Operating Engineers Training Institute will test the feasibility of delivering computer-assisted literacy training to its members.

Start Date: 1994-1995

End Date:

City: Winnipeg

Province/Territory: Manitoba

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☑ **Computer use**
☐ **Continuous Learning**
☑ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Operating engineers trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☑ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Visible minorities**

☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Understanding of feasibility of delivering computer-assisted Literacy training to Institute's members.

Partners:

☐ **Employer:**
☑ **Labour union:** International Union of Operating Engineers
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project:

Sponsor's Name: Operating Engineers Training Institute of Ontario

Description: The Institute will review the basic skills needs of its trainees, review the courses it offers with an eye to the literacy and numeracy requirements, assess how responsive curricula and teaching strategies are to basic skills needs. The Operating Engineers Training Institute of Ontario, responding to the findings of the needs assessment, will upgrade and revise its courses to eliminate literacy as a barrier. This will be done by integrating literacy into courses and into instructor training.

Start Date:	1994-1995	**End Date:**	
City:	Morrisburg	**Province/Territory:**	Ontario

Scope:	☐ **Local**	☑ **Provincial/Territorial**	☐ **National**
	☐ **Regional**	☐ **Interprovincial**	
Essential skills:	☑ **Reading text**	☐ **Oral communication**	☐ **Thinking skills:**
	☑ **Document use**	☐ **Working with others**	☐ **Problem solving**
	☑ **Writing**	☐ **Computer use**	☐ **Decision Making**
	☑ **Numeracy**	☐ **Continuous Learning**	☐ **Job Task Planning and Organization**
			☐ **Significant use of memory**
			☐ **Finding information**

Skilled trades addressed: Operating engineers trades

Crane Operator

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project: ☑ **Research** ☐ **In-class training** ☐ **Promotion**

☑ **Curriculum development** ☐ **On-the-job training** ☐ **Tutor / Provider Training**
☐ **Tool development** ☑ **Needs assessment**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners:
☐ **Employer:**
☑ **Labour union:** International Union of Operating Engineers
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Essential Skills in the Workplace Phase III

Sponsor's Name: Operating Engineers Education and Development Inc.

Description: The Operating Engineers Education and Development Institute will solidify its work on literacy and the essential skills necessary for its occupations by creating a computer-based version of its operating engineers curriculum, train tutors to help overcome the issues of geography, pilot and gain provincial recognition for its curriculum, promote lifelong learning among members, and act as a resource and partner to others. The curriculum and the tutor trainer material will be available across the country.

Start Date: 1998-1999
End Date:

City: Mount Pearl
Province/Territory: Newfoundland

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☑ **Computer use**
☐ **Continuous Learning**
☑ **Thinking skills:**
- ☐ **Problem solving**
- ☐ **Decision Making**
- ☐ **Job Task Planning and Organization**
- ☐ **Significant use of memory**
- ☐ **Finding information**

Skilled trades addressed: Operating engineers trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project: ☐ **Research** ☐ **In-class training** ☑ **Promotion**
☑ **Curriculum development** ☐ **On-the-job training** ☑ **Tutor / Provider Training**
☐ **Tool development** ☐ **Needs assessment**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: A computer-based version of Institute's operating engineers curriculum, provincial recognition for the curriculum, availability of the curriculum and the tutor trainer material across the country.

Partners:
☐ **Employer:**
☑ **Labour union:** International Union of Operating Engineers
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project:

Sponsor's Name: Atlantic Labourer's International Multi-Locals Training and Rehabilitation

Description: A mobile approach to literacy training using a trailer/van which will travel to workers at construction sites and small communities.

Start Date: 1988-1989, 1989-1990 **End Date:**

City: St. John's **Province/Territory:** Newfoundland

Scope:
☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☑ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Labourers

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☑ **Needs assessment**
☑ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Visible minorities**

☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners:
☐ **Employer:**
☑ **Labour union:** Labourers International
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Basic Skills Improvement Program for the British Columbia Construction

Sponsor's Name: SkillPlan - BC Construction Industry Skills Improvement Council

Description: The BC Construction Industry Skills Improvement Council will respond to the recommendations of Phase I needs assessment which provides a framework for improving the basic skill level of workers in the construction industry.

Start Date: 1992-1993 **End Date:**

City: Burnaby **Province/Territory:** British Columbia

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Construction trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☑ **Research**
☐ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☑ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners:
☑ **Employer:** Construction contractors
☑ **Labour union:** Construction unions
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** SkillPlan
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Skills Improvement Program for the B.C. Construction Industry. Phase I -

Sponsor's Name: SkillPlan - BC Construction Industry Skills Improvement Council

Description: Promote awareness of basic skills issues among key stakeholders; assess workplace basic skill needs, establish clearinghouse of resources specific to the needs of the industry and develop and test a train the trainer program.

Start Date: 1991-1992

End Date:

City: Burnaby

Province/Territory: British Columbia

Scope:

- ☐ **Local**
- ☐ **Regional**
- ☑ **Provincial/Territorial**
- ☐ **Interprovincial**
- ☐ **National**

Essential skills:

- ☑ **Reading text**
- ☑ **Document use**
- ☑ **Writing**
- ☑ **Numeracy**
- ☐ **Oral communication**
- ☐ **Working with others**
- ☐ **Computer use**
- ☐ **Continuous Learning**
- ☐ **Thinking skills:**
  - ☐ **Problem solving**
  - ☐ **Decision Making**
  - ☐ **Job Task Planning and Organization**
  - ☐ **Significant use of memory**
  - ☐ **Finding information**

Skilled trades addressed: Construction trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:

- ☑ **Research**
- ☐ **Curriculum development**
- ☐ **Tool development**
- ☐ **In-class training**
- ☐ **On-the-job training**
- ☑ **Needs assessment**
- ☑ **Promotion**
- ☐ **Tutor / Provider Training**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Assessment of workplace basic skill needs, establishment of clearinghouse of resources specific to the needs of the industry, development and testing of a train the trainer program, increased awareness of basic skills issues among key stakeholders.

Partners:
☑ **Employer:** Construction contractors
☑ **Labour union:** Construction unions
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** SkillPlan
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Pilot Application of Test Making, Test Taking and Plain Language Princip

Sponsor's Name: SkillPlan - BC Construction Industry Skills Improvement Council

Description: The B.C. Construction Industry Skills Improvement Council (SKILLPLAN) will promote basic issues among decision makers in the industry and will continue to pilot effective response to needs identified in earlier projects.

Start Date: 1993-1994

End Date:

City: Burnaby

Province/Territory: British Columbia

Scope:
☐ Local
☐ Regional
☑ Provincial/Territorial
☐ Interprovincial
☐ National

Essential skills:
☑ Reading text
☑ Document use
☑ Writing
☑ Numeracy
☐ Oral communication
☐ Working with others
☐ Computer use
☐ Continuous Learning
☐ Thinking skills:
  ☐ Problem solving
  ☐ Decision Making
  ☐ Job Task Planning and Organization
  ☐ Significant use of memory
  ☐ Finding information

Skilled trades addressed: Carpenters

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ Research
☑ Curriculum development
☐ Tool development
☐ In-class training
☐ On-the-job training
☐ Needs assessment
☑ Promotion
☐ Tutor / Provider Training

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Increased awareness of the basic literacy issues among decision makers.

Partners:
☑ **Employer:** Construction contractors
☑ **Labour union:** Construction unions
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** SkillPlan
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: The Development of a Workplace Essential Skills Assessment Tool

Sponsor's Name: SkillPlan - BC Construction Industry Skills Improvement Council

Description: The BC Construction Industry Skills Improvement Council, in collaboration with the Alberta Vocational College - Calgary, will develop a tool that will test the skills of workers in the workplace based on the methodology established by the International Adult Literacy Survey. Also collaborating on the project are Stan Jones, designer of IALS, and Statistics Canada. This tool will answer the need for a test that matches workers skills to job requirements, especially those requirements for essential skills. This project draws upon earlier activities such as IALS, the Essential Skills Research Project, the Canadian Language Benchmarks, and best practice in workplace literacy. The NLS will be closely involved in the development of the project.

Start Date: 1998-1999 **End Date:**

City: **Province/Territory:** British Columbia

Scope:
☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☐ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Construction trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☐ **Curriculum development**
☑ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project: There was a need for a test that matches workers skills to job requirements, especially those requirements for essential skills.

Intended outcomes: A tool that will test the skills of workers in the workplace based on the methodology established by the International Adult Literacy

Partners:
☑ **Employer:** Construction contractors
☑ **Labour union:** Construction unions
☑ **Community college:** Alberta Vocational College (now Bow Valley College)
☐ **Community-based organizatio**
☑ **Sector council:** SkillPlan
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Development of an Integrated Learning Program

Sponsor's Name: Union of Needletrades, Industrial and Textile Employees (UNITE) Local

Description: UNITE Local 459 will develop a teaching strategy which integrates basic skills with problem solving and critical thinking skills by using the computer as the primary tool. This project builds on earlier NLS funded research into the use of computers as a learning tool.

Start Date: 1997-1998

End Date:

City: Winnipeg

Province/Territory: Manitoba

Scope:
- ☐ Local
- ☐ Regional
- ☑ Provincial/Territorial
- ☐ Interprovincial
- ☐ National

Essential skills:
- ☑ Reading text
- ☐ Document use
- ☐ Writing
- ☐ Numeracy
- ☐ Oral communication
- ☐ Working with others
- ☑ Computer use
- ☐ Continuous Learning
- ☑ Thinking skills:
  - ☑ Problem solving
  - ☐ Decision Making
  - ☐ Job Task Planning and Organization
  - ☐ Significant use of memory
  - ☐ Finding information

Skilled trades addressed:

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
- ☐ Research
- ☑ Curriculum development
- ☐ Tool development
- ☐ In-class training
- ☐ On-the-job training
- ☐ Needs assessment
- ☐ Promotion
- ☐ Tutor / Provider Training

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**

☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: A teaching strategy which integrates basic skills with problem solving and critical thinking skills.

Partners:

☐ **Employer:**
☑ **Labour union:** Union of Needletrades, Industrial and Textile Employees
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Phase II: Learning for Life Campaign

Sponsor's Name: Operating Engineers Education and Development Inc.

Description: The Operating Engineers Education and Development Inc. will launch a campaign to promote lifelong learning among OE members and motivate them to participate in its Workplace Integrated Skills Program; develop trade-based training materials; test the material; develop a basic skills assessment instrument and work to integrate the program into its ongoing training programs.

Start Date: 1995 - 1996

End Date:

City: Mount Pearl

Province/Territory: Newfoundland

Scope:
- ☐ **Local**
- ☐ **Regional**
- ☑ **Provincial/Territorial**
- ☐ **Interprovincial**
- ☐ **National**

Essential skills:
- ☑ **Reading text**
- ☑ **Document use**
- ☑ **Writing**
- ☑ **Numeracy**
- ☐ **Oral communication**
- ☐ **Working with others**
- ☐ **Computer use**
- ☐ **Continuous Learning**
- ☐ **Thinking skills:**
  - ☐ **Problem solving**
  - ☐ **Decision Making**
  - ☐ **Job Task Planning and Organization**
  - ☐ **Significant use of memory**
  - ☐ **Finding information**

Skilled trades addressed: Operating engineers trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
- ☐ **Research**
- ☐ **Curriculum development**
- ☐ **In-class training**
- ☐ **On-the-job training**
- ☐ **Promotion**
- ☐ **Tutor / Provider Training**

☐ **Tool development**
☑ **Needs assessment**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Recommendations on needs to improve the numeracy, reading and writing levels of operating engineers.

Partners:
☐ **Employer:**
☑ **Labour union:** International Union of Operating Engineers
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Workplace Integrated Skills Program

Sponsor's Name: Operating Engineers Education and Development Inc.

Description: The program pilots numeracy and reading curriculum with appropriate occupational and workplace themes. Training materials are developed specifically for the workplace, using workplace examples.

Start Date: 1996

End Date:

City: Mount Pearl

Province/Territory: Newfoundland

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Operating engineers trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners:
☐ **Employer:**
☑ **Labour union:** International Union of Operating Engineers
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Essential Skills Program

Sponsor's Name: Operating Engineers Local 904

Description: This program consists of six units of essential skills training to allow workers to upgrade in the areas of Math, Reading, Comprehension, and Problem Solving skills. It will also provide the opportunity to become familiar with Computers. The program is heavy equipment and crane related.

Start Date: Currently on-going **End Date:**

City: Mount Pearl **Province/Territory:** Newfoundland

Scope:	☐ **Local**	☑ **Provincial/Territorial**	☐ **National**
	☐ **Regional**	☐ **Interprovincial**	

Essential skills:	☑ **Reading text**	☑ **Oral communication**	☑ **Thinking skills:**
	☑ **Document use**	☐ **Working with others**	☑ **Problem solving**
	☐ **Writing**	☐ **Computer use**	☐ **Decision Making**
	☑ **Numeracy**	☐ **Continuous Learning**	☐ **Job Task Planning and Organization**
			☐ **Significant use of memory**
			☐ **Finding information**

Skilled trades addressed: Heavy equipment trade
Crane operator

Essential skills profile created?

Project cost:

Government funder:

Type of project:	☐ **Research**	☑ **In-class training**	☐ **Promotion**
	☑ **Curriculum development**	☐ **On-the-job training**	☐ **Tutor / Provider Training**
	☐ **Tool development**	☐ **Needs assessment**	

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners: ☐ **Employer:**
☑ **Labour union:** International Union of Operating Engineers
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info: John A. Pitcher, Administrator;
Lorna Harnum, Program Coordinator, Phone: (709) 229-6464, Fax: (709) 229-6469, E-mail: oec@oecollege.com

Name of Project: Numeracy Foundations in the Construction Industry

Sponsor's Name: SkillPlan - BC Construction Industry Skills Improvement Council

Description: The BC Construction Industry Skills Improvement Council's mandate is to develop strategies to improve the essential skills of workers in the BC construction industry. The Council will develop three types of learning materials that focus on numeracy foundations and trade applications. These are: 1) assessment tool for one or more specific trades; 2) self study learning/practice packages in the context of one or more specific trades; and 3) an updated carpentry trade math text.

Start Date: 2003-2004

End Date:

City: Burnaby

Province/Territory: British Columbia

Scope:
☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:
☐ **Reading text**
☐ **Document use**
☐ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Carpenter
other construction trades

Essential skills profile created?

Project cost: 49,698 + 5,000

Government funder: HRSDC (NLS)

Type of project: ☐ **Research** ☐ **In-class training** ☐ **Promotion**

☑ **Curriculum development** ☐ **On-the-job training** ☐ **Tutor / Provider Training**
☑ **Tool development** ☐ **Needs assessment**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: An assessment tool for one or more specific trades; self study learning/practice packages in the context of one or more specific trades; and an updated carpentry trade math text.

Partners:
☑ **Employer:** Construction contractors
☑ **Labour union:** Construction unions
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** SkillPlan
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:
405-3701 Hastings Street
Burnaby, BRITISH COLOMBIA
V5C2H6
(604) 436-1126

Name of Project: Integrated Essential Skills Development for First Nations

Sponsor's Name: Canadian Automotive Repair and Service Council

Description: The Canadian Automotive Repair & Service Council (CARS) will provide integrated essential skills development to First Nations communities and organizations. CARS will provide aboriginal communities with an expanded training infrastructure which would provide individuals with access to training opportunities including essential skills development, basic technical skills training, automotive and related training and life skills training.

Start Date: 2003-2004 **End Date:**

City: Richmond Hill **Province/Territory:** Ontario

Scope: ☐ **Local** ☐ **Provincial/Territorial** ☑ **National**
☐ **Regional** ☐ **Interprovincial**

Essential skills:

- ☑ **Reading text**
- ☑ **Document use**
- ☑ **Writing**
- ☑ **Numeracy**
- ☐ **Oral communication**
- ☐ **Working with others**
- ☐ **Computer use**
- ☐ **Continuous Learning**
- ☐ **Thinking skills:**
  - ☐ **Problem solving**
  - ☐ **Decision Making**
  - ☐ **Job Task Planning and Organization**
  - ☐ **Significant use of memory**
  - ☐ **Finding information**

Skilled trades addressed: Auto repair trades

Essential skills profile created?

Project cost: 99,240.00

Government funder: HRSDC (NLS)

Type of project: ☐ **Research** ☐ **In-class training** ☐ **Promotion**

☑ **Curriculum development** ☐ **On-the-job training** ☐ **Tutor / Provider Training**
☐ **Tool development** ☐ **Needs assessment**

Target group: ☑ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: An expanded training infrastructure which would provide individuals with access to training opportunities including essential skills development, basic technical skills training, automotive and related training and life skills training.

Partners:
☑ **Employer:** various
☐ **Labour union:**
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** Canadian Automotive Repair and Service Council
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:
9120 Leslie Street
Unit 6
Richmond Hill, ONTARIO
L4B3J9
(905) 709-1010

Name of Project: Implementing an IBEW National Essential Skills Strategy

Sponsor's Name: International Brotherhood of Electrical Workers (IBEW)

Description: This project was conducted in two phases starting in 2001 with a needs assessment. The recommendations in an Essential Skills Needs Assessment of IBEW Members in Canada (Construction and Utility) provided the blueprint for a National Essential Skills Strategy.

This strategy includes the following objectives:
1. To engage IBEW Local Union leaders across the country in supporting the IBEW's National Essential Skills Strategy and in linking the findings of the national needs assessment to a local context.
2. To identify how the findings from the IBEW's needs assessment in the construction and utility sectors apply to members in other sectors (i.e., Government & Telecommunications; Paper Mill, Mining & Manufacturing; Railroad).
3. To engage contractors (construction) and employers (utility) across the country in supporting the IBEW's National Essential Skills Strategy and in linking the findings of the national needs assessment to a local context.
4. To foster a culture of continuous learning among those working as journeyperson electricians with an emphasis on building and maintaining reading text and finding information skills at the levels benchmarked for Red Seal occupations by HRDC.
5. To develop learning resources that will assist journeyperson electricians with provincial Certificates of Qualifications in obtaining Interprovincial (Red Seal) tickets with an emphasis on strategies for multiple-choice trade certification examinations and note taking. This enhances employability by enabling them to work in all jurisdictions across Canada.
6. To engage the Canadian Apprenticeship Forum (CAF) in supporting the IBEW's National Essential Skills Strategy and in exploring potential partnership opportunities.
7. To support the integration of essential skills into a training plan being developed by the IBEW for instrumentation.
8. To heighten awareness of essential skills issues, resources and best practices among key stakeholders (i.e., Labour, Management, Government, training providers) across sectors employing IBEW members.

Start Date: September 2002

End Date: March 2005

City: Mississauga

Province/Territory: Ontario

Scope:
☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☐ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☑ **Continuous Learning**
☑ **Thinking skills:**
- ☑ **Problem solving**
- ☐ **Decision Making**
- ☐ **Job Task Planning and Organization**
- ☐ **Significant use of memory**
- ☐ **Finding information**

Skilled trades addressed: Construction Electrician
Powerline Technician

Essential skills profile created? HRSDC's ESPs for Red Seal trades were referenced

Project cost: $411,366 ($171,000 NLS grant and
$411,366 ($171,000 NLS grant and $240,366 in-kind contributions from industry)

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☑ **On-the-job training**
☑ **Needs assessment**
☑ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☑ **Aboriginal people**
☑ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project: This project was triggered by the IBEW's Vision of Excellence initiative launched to strengthen the IBEW in Canada. A related action plan, distributed to all Local Unions in June 2001, identified priorities and activities. Conducting an Essential Skills Needs Assessment was one of four streams in a Lifelong Learning Agenda.

Intended outcomes: To identify barriers to lifelong learning among IBEW members working and learning in the electrical construction and utility sectors.

To forge partnerships with a broader range of industry stakeholders to further the IBEW's National Essential Skills Strategy.

To promote awareness of Essential Skills barriers and how the national research applies to different sectors and local contexts.

To develop learning resources that may be integrated into technical training to upgrade Essential Skills.

Partners:

☐ **Employer:** The employers that participate in the consultation process and allowed access to workplaces are considered partners

✓ **Labour union:** International Brotherhood of Electrical Workers

☐ **Community college:** Community colleges that participated in the consultation process are considered partners.

☐ **Community-based organizatio**

✓ **Sector council:** Construction Sector Council

☐ **Apprenticeship regulatory body** Provincial apprenticeship branches that participate in the consultation process are considered partners.

☐ **Employees**

Contact info:

Carol MacLeod
IBEW Essential Skills Project Consultant
(613) 562-3938
contact@carolmacleod.com

Name of Project: Web-Based Workforce Training Needs Assessment Tool

Sponsor's Name: Textiles Human Resources Council

Description: The Textiles Human Resources Council (THRC) will create a web-based training needs assessment tool to be known as "WebTNA". This tool will meet an established need for a cost-effective, readily available and sustainable tool to assess learner literacy, numeracy and other essential skills needs. They will improve coordination and information sharing by sharing its products with the textile industry through its paid membership.

This program is being adapted from tools and surveys developed during the Council's Foundations programs to a web-based format to enable companies to undertake regular assessments with a minimum of outside assistance. Industry-wide information will be gathered by the THRC to identify skills gaps and assist in developing future skills development programs.

Start Date: 2003-2004 **End Date:**

City: Ottawa **Province/Territory:** Ontario

Scope:
- ☐ **Local**
- ☐ **Regional**
- ☐ **Provincial/Territorial**
- ☐ **Interprovincial**
- ☑ **National**

Essential skills:
- ☑ **Reading text**
- ☐ **Document use**
- ☑ **Writing**
- ☑ **Numeracy**
- ☑ **Oral communication**
- ☐ **Working with others**
- ☑ **Computer use**
- ☑ **Continuous Learning**
- ☑ **Thinking skills:**
  - ☑ **Problem solving**
  - ☑ **Decision Making**
  - ☐ **Job Task Planning and Organization**
  - ☐ **Significant use of memory**
  - ☐ **Finding information**

Skilled trades addressed: Not specified

Essential skills profile created? No

Project cost: 150,000.00

Government funder: HRSDC (NLS)

Type of project:
☑ **Research**
☐ **Curriculum development**
☑ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project: Lessons learned during the Foundations pilot projects illustrated the importance of identifying skills shortages within individual companies, as well as across the industry to identify commons skills needs. There is a requirement to make skills assessments easy for companies to undertake independently and regularly, since needs change quickly but consultants hired to undertake company-wide assessments can be prohibitively expensive.

Intended outcomes:
Structured cost-effective and self-directed skills needs analysis
Individual and company-wide needs-driven learning plan templates
Industry-wide textile sector analysis for THRC programming

Partners:
☑ **Employer:** Various
☑ **Labour union:** Various
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** Textiles Human Resources Council
☐ **Apprenticeship regulatory body**
☑ **Employees**

Contact info:
David Kelly
Director, Projects and Strategic Development
david.kelly@thrc-crhit.org
(613) 230-7217 ext. 301

Name of Project: Research and Innovations Project

Sponsor's Name: United Food and Commercial Workers Union, Local 247

Description: The United Food and Commercial Workers Union, Local 247, (UFCW), in partnership with the Department of Education, Apprenticeship Training and Skill Development in Nova Scotia, will research, develop and test a Pan-Canadian Assessment Process. It will determine the feasibility of developing, enhancing, and combining the Transferable Skills Profiling System (British Columbia) with the Essential Skills Assessment Initiative (Nova Scotia) and any other appropriate programs to create a tool applicable anywhere in Canada. This will enable persons in transition, even those with lower literacy levels, to enhance their essential skills and focus on areas to move in and through apprenticeship into long term employment.

The Transferable Skills Program is an on-line tool (including assessment skills profiles, experience, education and certification of clients) that assists individuals when moving from one trade or sector to another. The Test of Workplace Essential Skills is also an on-line tool specific to most skilled trade occupations that can be used with any entrant into an apprenticeship program. It includes a trade-specific math refresher program.

Start Date: 2003-2004

End Date:

City: New Westminster

Province/Territory: British Columbia

Scope:
☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: All

Essential skills profile created?

Project cost: 29,917.00

Government funder: HRSDC (NLS)

Type of project:
☑ **Research**
☐ **Curriculum development**
☑ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Research, develop and test of a Pan-Canadian Assessment Process. A feasibility of developing, enhancing, and combining the Transferable Skills Profiling System (British Columbia) with the Essential Skills Assessment Initiative (Nova Scotia) and any other appropriate programs to create a tool applicable anywhere in Canada.

Partners:
☐ **Employer:**
☑ **Labour union:** United Food and Commercial Workers Union
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☑ **Apprenticeship regulatory body** Nova Scotia Department of Education, Apprenticeship Training and Skill Development
☐ **Employees**

Contact info:
227 - 6th Street
New Westminster, BRITISH COLOMBIA
V3L3A5
(604) 520-7321

Name of Project: Literacy. A quilt to be made

Sponsor's Name: United Steelworkers of America

Description: The United Steelworkers of America (USWA) conducted an organizational basic skills needs assessment with the support of the NLS that clarified and identified the gaps in training by the Union. This project will help build a strategy for knitting literacy into every learning opportunity promoted by the Union. The main objectives of the project are: 1) to look at and connect all education and training activities, knitting literacy through all of them; 2) to raise awareness and develop literacy expertise among activists and staff to ensure literacy is taken into consideration in every education and training activity; 3) to secure resources for the continuation of the newly developed process for integrating literacy and clear language into union courses and to deliver the module to a majority of union educators; 4) to provide the tools, resources, and support needed to ensure that Steelworker activists and staff have the resources they need to further their work on literacy.

Start Date: 2003-2004 **End Date:**

City: Toronto **Province/Territory:** Ontario

Scope:
☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Steel trades

Essential skills profile created?

Project cost: 140,000.00

Government funder: HRSDC (NLS)

Type of project:
- ☐ **Research**
- ☐ **Curriculum development**
- ☐ **Tool development**
- ☐ **In-class training**
- ☐ **On-the-job training**
- ☐ **Needs assessment**
- ☑ **Promotion**
- ☐ **Tutor / Provider Training**

Target group:
- ☐ **Aboriginal people**
- ☐ **Women**
- ☐ **Visible minorities**
- ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners:
- ☐ **Employer:**
- ☑ **Labour union:** United Steelworkers of America
- ☐ **Community college:**
- ☐ **Community-based organizatio**
- ☐ **Sector council:**
- ☐ **Apprenticeship regulatory body**
- ☐ **Employees**

Contact info:
234 Eglinton Avenue East
Suite 800
Toronto, ONTARIO
M4P1K5
(416) 487-1571

Name of Project: Writing at Work

Sponsor's Name: SkillPlan - BC Construction Industry Skills Improvement Council

Description: Writing at Work is a resource that describes the writing used in many occupations in the workplace. The descriptions and examples use the language of HRSDC's Essential Skills Research Project. Each chapter examines the purpose, style, organization and use of such writing forms as memos, entry forms, logbooks, bulletins and regulations. Writing at Work provides suggested activities for practice and over 50 workplace documents. This resource is aimed at both adult and high school programs.

Start Date:

End Date: July 2003

City:

Province/Territory: British Columbia

Scope:

☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:

☐ **Reading text**
☐ **Document use**
☑ **Writing**
☐ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☑ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☑ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Construction trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (HRP)

Type of project:

☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:

☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners:

☑ **Employer:** Construction contractors
☑ **Labour union:** Construction unions
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** SkillPlan
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Numeracy at Work

Sponsor's Name: SkillPlan - BC Construction Industry Skills Improvement Council

Description: This collection of workplace examples illustrates workplace applications of Numeracy: Money Math, Scheduling or Budgeting and Accounting Math, Measurement and Calculation Math and Data Analysis Math. Numeracy At Work incorporates stories from workers across Canada about how they use numeracy in their jobs, and provides activities and suggestions for further exploration. These applied work activities are intended as a resource for teachers and instructors to enrich what they do. The binder format encourages flexibility and all parts of the book may be photocopied for educational use.

Start Date:

End Date: 2002

City: Burnaby

Province/Territory: British Columbia

Scope:
☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:
☐ **Reading text**
☐ **Document use**
☐ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Construction trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (HRP)

Type of project:	☐ **Research**	☐ **In-class training**	☐ **Promotion**
	☑ **Curriculum development**	☐ **On-the-job training**	☐ **Tutor / Provider Training**
	☐ **Tool development**	☐ **Needs assessment**	
Target group:	☐ **Aboriginal people**	☐ **Visible minorities**	
	☐ **Women**	☐ **Persons with disabilities**	

Purpose of project:

Intended outcomes:

Partners:

☑ **Employer:** Construction contractors
☑ **Labour union:** Construction unions
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** SkillPlan
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Document Use: Training Tools for the Essential Skills Initiative

Sponsor's Name: Nova Scotia Partners for Workplace Education

Description: The Nova Scotia Partners for Workplace Education are proposing to develop the 'Document Use' Refresher course, a multi-use tool for apprentices, tutors and instructors that would be customized to trades training. The curriculum would draw from 'Document Use' applications shared across trades and be tailored to the specific trade. Trades for consideration include: Carpenter, Construction Electrician, Industrial Electrician, Industrial Mechanic, Machinist, Plumber, Refrigeration and Air Conditioning Mechanic, Sheet Metal Worker, and Steam Fitter/Pipefitter. The 'Document Use' Refresher course would immediately precede technical training and be available in the same educational institution where the technical training is delivered. It would be added to the Virtual Campus of the Nova Scotia Community College (NSCC) where students would have the option to use it while taking their technical training on-line. This would offer a flexible and adaptable combination of internet, in-class training or studying while on-the-job for students. The model would be geared to all new apprentices with a grade 9 education or higher.

Start Date:

End Date:

City:

Province/Territory: Nova Scotia

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☐ **Reading text**
☑ **Document use**
☐ **Writing**
☐ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Carpenter
Electrician
Plumber

Other (sheet metal worker,
steam fitter and etc.)

Essential skills profile created?

Project cost:

Government funder:

Type of project:
☐ **Research** ☑ **In-class training** ☐ **Promotion**
☑ **Curriculum development** ☑ **On-the-job training** ☐ **Tutor / Provider Training**
☐ **Tool development** ☐ **Needs assessment**

Target group:
☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: This Document Use tool will link to SkillPlan's At Work series, their Measure Up site, and to CAF, CSC, NSCC, and AAC web sites. The NS Partners will hold a national event to promote and integrate this product into Apprenticeship training programs.

Partners:
☐ **Employer:**
☐ **Labour union:**
☑ **Community college:** Nova Scotia Community College
☐ **Community-based organizatio**
☑ **Sector council:** NS Partners For Workplace Education
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: National Strategy for Essential Skills Development Project

Sponsor's Name: Canadian Automotive Repair and Service Council

Description: The project will design, develop and implement, on a national basis, a consistent and comprehensive essential skills assessment tool to assess the current essential skill level of personnel in the automotive repair and service sector. A report outlining the current essential skill levels of the industry's work force will be generated which will allow for the development of curriculum that will remediate any identified gap in skill level of the work force. The objective is to develop and start to implement a National Essential Skills Strategy for the automotive repair and service sector. Some of the main activities:

1. Develop in-house skills and knowledge required to address essential skills needs.
2. Review and adapt / customize if necessary the essential skills profiles of seven occupations (including 3 red seal trades: truck-trailer repairer, recreation vehicle service technician, truck and transport mechanic).
3. Research existing essential skills assessment tools as per their suitability to assess essential skill levels in automotive repair and service sector.
4. Conduct assessment to identify essential skill levels of current workforce in automotive repair and service sector on a national basis to establish a baseline for future evaluation.
5. Assess existing trainings of seven occupations as per the level of essential skills and identify essential skill gaps with essential skill profiles.
6. Modify/develop training curriculum for seven occupations to address essential skill gap needs.
7. Develop a phase II proposal to address the essential skill needs of 17 other occupations - including 6 red seal trades), based on the expertise acquired during this project.

Start Date:	January 2004	**End Date:**	January 2006
City:	Richmond Hill	**Province/Territory:**	Ontario

Scope: ☐ **Local** ☐ **Provincial/Territorial** ☑ **National**
☐ **Regional** ☐ **Interprovincial**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☑ **Working with others**
☑ **Computer use**
☑ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Auto repair trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (HRP)

Type of project:
☐ **Research**
☐ **Curriculum development**
☑ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Design, development and implementation of a consistent and comprehensive essential skills assessment tool to assess the current essential skill level of personnel in the automotive repair and service sector.

Partners:
☑ **Employer:** Various
☐ **Labour union:**
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** Canadian Automotive Repair and Service Council
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Alberta Aboriginal Apprenticeship Project

Sponsor's Name: Aboriginal Human Resource Development Council of Canada

Description: The goal of this project is to increase the number of Aboriginal People entering and completing trades training in Alberta by assessing essential skills levels and developing essential skills focused curriculum for up-skilling.

Start Date:

End Date:

City:

Province/Territory: Alberta

Scope:
☐ **Local**
☐ **Regional**
✔ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
✔ **Reading text**
✔ **Document use**
✔ **Writing**
✔ **Numeracy**
✔ **Oral communication**
✔ **Working with others**
✔ **Computer use**
✔ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: All

Essential skills profile created?

Project cost:

Government funder: HRSDC (HRP)

Type of project:
☐ **Research**
✔ **Curriculum development**
☐ **Tool development**
✔ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group: ☑ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: To increase the number of Aboriginal People entering and completing trades training in Alberta by assessing essential skills levels and developing essential skills focused curriculum for up-skilling.

Partners:
☐ **Employer:**
☐ **Labour union:**
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** Aboriginal Human Resource Development Council of Canada
☑ **Apprenticeship regulatory body** Alberta Apprenticeship
☐ **Employees**

Contact info:

Name of Project: Plumbers Red Seal Preparation Program

Sponsor's Name: PEI Provincial Apprenticeship Board

Description: Workplace Education PEI in partnership with the PEI Apprenticeship Board developed an essential Skills program for plumbers who were preparing to write the Red Seal exam for certification. The 80 hour program was held in the Workplace Education Centre in the West Royalty Industrial Park.

Start Date: January 2004
End Date: May 2004

City: Charlottetown
Province/Territory: Prince Edward Island

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☑ **Working with others**
☑ **Computer use**
☑ **Continuous Learning**
☑ **Thinking skills:**
  ☑ **Problem solving**
  ☑ **Decision Making**
  ☑ **Job Task Planning and Organization**
  ☑ **Significant use of memory**
  ☑ **Finding information**

Skilled trades addressed: Plumber

Essential skills profile created? Used the ES HRSDC Profile

Project cost: 3,00.00

Government funder: Apprenticeship plus participant contribution

Type of project:
☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☑ **In-class training**
☐ **On-the-job training**
☑ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**

☐ **Women** ☐ **Persons with disabilities**

Purpose of project: The purpose of the program was to provide plumbers who were to write the Red Seal exam an opportunity to increase their reading, writing, numeracy, critical thinking skills and problem solving skills

Intended outcomes: The intended outcome was to have the plumbers experience success in acquiring their red Seal certification.

Partners:

☑ **Employer:** Various

☑ **Labour union:** Various

☐ **Community college:**

☐ **Community-based organizatio**

☑ **Sector council:** Workplace Education PEI

☑ **Apprenticeship regulatory body** PEI Apprenticeship Board

☐ **Employees**

Contact info:

Ruth Rogerson
Workplace Education PEI
PO Box 3254
Charlottetown, PE C1A 8W5

Name of Project: Red Seal Preparation for Electricians

Sponsor's Name: PEI Provincial Apprenticeship Board

Description: Workplace Education PEI in partnership with the PEI Apprenticeship Board, developed and delivered an 80 hour program for 18 Island electricians in preparation for writing the Interprovincial Exam for Construction Electricians. Essential skills was the foundation upon which the program was developed. Participants were employed with a number of local businesses and came from both all parts of the Island to attend classes at Royalty Centre.

Start Date: January 2004 **End Date:** May 2004

City: Charlottetown **Province/Territory:** Prince Edward Island

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☑ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☑ **Thinking skills:**
  ☑ **Problem solving**
  ☑ **Decision Making**
  ☑ **Job Task Planning and Organization**
  ☑ **Significant use of memory**
  ☑ **Finding information**

Skilled trades addressed: Construction Electricians

Essential skills profile created? Essential Skills Profile /HRSDC

Project cost: 3,000.00

Government funder: Apprenticeship board, participants and in a case of EI eligibility, a Skills Grant.

Type of project: ☐ **Research** ☑ **In-class training** ☐ **Promotion**

☑ **Curriculum development** ☐ **On-the-job training** ☐ **Tutor / Provider Training**

☐ **Tool development** ☑ **Needs assessment**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**

☐ **Women** ☐ **Persons with disabilities**

Purpose of project: The electricians needed an opportunity to increase their reading, writing, speaking and numeracy skills as well as problem solving and critical thinking skills in preparation for writing the Red Seal exam.

Intended outcomes: Increased reading, writing , speaking and numeracy skills as well as increased problem solving and critical thinking skills.

Partners:

☑ **Employer:** Various

☑ **Labour union:** Various

☐ **Community college:**

☐ **Community-based organizatio**

☑ **Sector council:** Workplace Education PEI

☑ **Apprenticeship regulatory body** PEI Apprenticeship Board

☐ **Employees**

Contact info:

Ruth Rogerson
Workplace Education PEI
PO Box 3254
Charlottetown, PE C1A 8W5

Name of Project:

Sponsor's Name: PEI Provincial Apprenticeship Board and Workplace Education PEI

Description: Workplace Education PEI in partnership with the PEI Apprenticeship Board and West Prince Health, developed and delivered an 80 hour program for 16 cooks in the West Prince Area. The program was designed to provide workers with the opportunity to refresh their essential skills and knowledge in preparation for writing the Red Seal examination.

Start Date: January 2004
End Date: May 2004

City: West Prince
Province/Territory: Prince Edward Island

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☑ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☑ **Thinking skills:**
  ☑ **Problem solving**
  ☑ **Decision Making**
  ☑ **Job Task Planning and Organization**
  ☑ **Significant use of memory**
  ☑ **Finding information**

Skilled trades addressed: Cook

Essential skills profile created? Used the ES web site

Project cost: 2,500.00

Government funder: Funding was a combination of dollars from apprenticeship, from the employers and a contribution towards expenses by the participants.

Type of project: ☐ **Research** ☑ **In-class training** ☐ **Promotion**

☑ **Curriculum development** ☐ **On-the-job training** ☐ **Tutor / Provider Training**
☐ **Tool development** ☐ **Needs assessment**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project: The cooks were required to have Red Seal certification in order to maintain their jobs.

Intended outcomes: To increase reading, writing and numeracy skill levels to ensure those basic skills in preparation to write the Red Seal exam.

Partners:
☑ **Employer:** Various
☐ **Labour union:**
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** Workplace Education PEI
☑ **Apprenticeship regulatory body** PEI Apprenticeship Board
☐ **Employees**

Contact info:
Ruth Rogerson
Workplace Education PEI
PO Box 3254
Charlottetown, PE C1A 8W5

Name of Project: Success in Technical Occupations

Sponsor's Name: McLeod Adult Learning Centre

Description: Adaptation of high school advanced math and physics courses to include workplace applications and problem-solving skill-building related to technical occupations including skilled trades and apprenticeships programs (i.e., Manitoba Hydro).

Start Date: April 2003 **End Date:** October 2004

City: Winnipeg **Province/Territory:** Manitoba

Scope:
☐ **Local** ☐ **Provincial/Territorial** ☐ **National**
☑ **Regional** ☐ **Interprovincial**

Essential skills:
☑ **Reading text**
☑ **Document use**
☐ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☑ **Working with others**
☑ **Computer use**
☐ **Continuous Learning**
☑ **Thinking skills:**
  ☑ **Problem solving**
  ☑ **Decision Making**
  ☑ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Power System Electrician
Engineering Technician/Assistant

Essential skills profile created? No

Project cost:

Government funder: Employment Training Services, MB Advanced Education and Training, National Literacy Secretariat, HRSDC

Type of project:
☑ **Research** ☑ **In-class training** ☐ **Promotion**
☑ **Curriculum development** ☐ **On-the-job training** ☐ **Tutor / Provider Training**

☐ **Tool development** ☑ **Needs assessment**

Target group:
☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project: To ensure that adults returning to complete their high school diploma don't miss out on access to skill shortage occupations because of lack of background to enable them to complete the prerequisites for further training that involves math and physics.

Intended outcomes: A research report
A curriculum for teachers and workplace educators in Manitoba (and beyond, if appropriate)

Partners:
☑ **Employer:** Manitoba Hydro, Canadian Manufacturers & Exporters, aerospace
☐ **Labour union:**
☑ **Community college:** Red River College
☑ **Community-based organizatio** 4 adult learning centres
☑ **Sector council:** Manitoba Aerospace, CME, MB division
☑ **Apprenticeship regulatory body** Manitoba apprenticeship Branch
☐ **Employees**

Contact info:
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Name of Project: Apprenticeship Essential Skills Initiative

Sponsor's Name: Nova Scotia Department of Education/Nova Scotia Community College

Description: The Department of Education has developed an individualized learning plan process to help apprentices succeed in the technical portion of their apprenticeship training. Some apprentices enter training without the level of academic skill required to be successful in the technical portion. While they have demonstrated excellent job skills, they have not had the opportunity to use, and therefore, to hone essential skills. This often prevents the apprentice from successfully completing the technical training or may require that some portion of the training be repeated. The Learning Plan Development Process has been designed to ensure this doesn't happen. This initiative includes essential skills programs with many delivery options such as tutoring, on-site programming and assessment. There are also support resources such as customized assessment tools and curricula.

The process includes the development of comprehensive essential skills reading, writing, math and science assessments and customized education programs designed to provide apprentices with the essential skills needed to be successful in their apprenticeship training. The learning plan process was piloted with ironworker, carpenter, industrial mechanic, painter/decorator and electrician apprentices. Overall, the project includes the development of 10 trade group informal assessment tools and other support, and promotional materials.

Start Date: 2001 (1998)

End Date: Phase II in progress

City:

Province/Territory: Nova Scotia

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☑ **Working with others**
☑ **Computer use**
☑ **Continuous Learning**
☑ **Thinking skills:**
  ☑ **Problem solving**
  ☑ **Decision Making**
  ☑ **Job Task Planning and Organization**

☑ **Significant use of memory**
☑ **Finding information**

Skilled trades addressed: Ironworker, Millwright, Industrial Mechanic

Carpenter, Plumber, Painter and Decorator

Cook, Steamfitter/Pipefitter

Electrical, Automotive Service Technician

Essential skills profile created? No

Project cost: 210,000.00

Government funder: HRSDC (NLS), Nova Scotia Department of Education, Nova Scotia Community College

Type of project:
☑ **Research**
☑ **Curriculum development**
☑ **Tool development**
☑ **In-class training**
☐ **On-the-job training**
☑ **Needs assessment**
☑ **Promotion**
☑ **Tutor / Provider Training**

Target group:
☑ **Aboriginal people**
☑ **Women**
☑ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project: Since 1991, clients entering Nova Scotia's Apprenticeship Program have been referred to an assessment process if they have not graduated from a related post-secondary training program. This process was developed because some learners who enter apprenticeship programs face great difficulty in meeting the academic requirements of the theory portions of their apprenticeship training. Their lack of academic readiness erects a barrier that blocks their pathway to successful completion of the program. They are forced to repeat portions of this training because they do not possess the essential skills and fundamental knowledge bases that they need in order to learn the theory required in some of their courses. This process involves the completion of a battery of standardized instruments including the Ravens, the Differential Aptitude Test, the Career Guidance Inventory and, when requested, other tools such as the Canadian Adult Achievement Test. The test results are considered a predictor of how well an apprentice would do in the technical training component of the Apprenticeship Program. Those whose scores do not predict success are encouraged to participate in skills upgrading.

Intended outcomes: Objectives:
1) To coordinate a new Learning Plan Development process for Apprenticeship clients that provides transparent and effective supports to apprentices and trades people working towards certification; that increases accessibility to and success in

the Apprenticeship Training Program.
2) To develop support tools to aid in the implementation of the Learning Plan Development Process for Apprenticeship Clients in Nova Scotia.
3) To provide training to all partners in the Learning Plan Development process to ease transition and ensure success.
4) To research, pilot and implement trade-specific assessment tools to determine readiness for Apprenticeship training.
5) To create customized essential skills training pilots.
6) To create a promotion/awareness strategy for employers, union partners.

Partners:

✓ **Employer:** Various
✓ **Labour union:** Various
✓ **Community college:** Various
✓ **Community-based organizatio** Various
✓ **Sector council:** Various
✓ **Apprenticeship regulatory body** NS Department of Education
✓ **Employees**

Contact info:

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Name of Project: Apprenticeship Reading Program

Sponsor's Name: Bow Valley College

Description: The Apprenticeship Reading Program is offered to skilled or entry-level construction workers who need better reading skills to pass the apprentice entrance exam and continue their studies at SAIT or NAIT. The program' s focus is Grades 6 to 9 reading levels. The program uses a flexible modular format that is primarily designed for independent study supplemented with seminars and some classroom instructions. Workers who must pass the apprenticeship entrance exam; workers taking trades training at NAIT or SAIT who require additional training in reading; supervisory and non-supervisory workers whose first language is not English.

Start Date:

End Date:

City: Calgary

Province/Territory: Alberta

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☐ **Document use**
☐ **Writing**
☐ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Construction trades

Essential skills profile created?

Project cost:

Government funder:

Type of project:	☐ **Research**	☐ **In-class training**	☐ **Promotion**
	☑ **Curriculum development**	☐ **On-the-job training**	☐ **Tutor / Provider Training**
	☐ **Tool development**	☐ **Needs assessment**	
Target group:	☐ **Aboriginal people**	☐ **Visible minorities**	
	☐ **Women**	☐ **Persons with disabilities**	

Purpose of project:

Intended outcomes:

Partners:

☐ **Employer:**
☐ **Labour union:**
☑ **Community college:** SAIT, NAIT, and Bow Valley College
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: TOWES - Criterion- Related Studies for Psychometric Evaluation of TO

Sponsor's Name: TOWES Joint Venture

Description: Criterion-related validity studies were conducted with 14 different programs or workplaces. The purpose of this type of study is to test the direction and strength of relationships between specified predictors (TOWES test scores) and criteria (outcomes such as specific performance on the job or success in training). One of the locations for the study was at the Northern Alberta Institute of Technology in Edmonton with 5 groups of first year carpentry apprentices (171 individuals)

Start Date: May 2002 **End Date:** December 2003

City: Edmonton **Province/Territory:** Alberta

Scope:
☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☐ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Carpentry
All trades

Essential skills profile created? Yes

Project cost:

Government funder: HRSDC (HRP)

Type of project: ☑ **Research** ☐ **In-class training** ☐ **Promotion**

☐ **Curriculum development** ☐ **On-the-job training** ☐ **Tutor / Provider Training**
☐ **Tool development** ☐ **Needs assessment**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project: The NAIT Case Study was part of a national initiative involving 14 separate case studies. The purpose of the NAIT case study was to determine if scores on an essential skills assessment could predict success in apprenticeship training.

Intended outcomes: The intended outcomes were to determine if there is a relationship between the level of an apprentice's essential skills and success in technical training

Partners:
☑ **Employer:** SkillPlan
☑ **Labour union:** SkillPlan
☑ **Community college:** Bow Valley College, and NAIT
☐ **Community-based organizatio**
☑ **Sector council:** SkillPlan
☐ **Apprenticeship regulatory body**
☐ **Employees**

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Name of Project: TeamTime

Sponsor's Name: Canadian Manufacturers & Exporters, BC Division

Description: To develop a model and materials for learning lean manufacturing through teams for all workers regardless of essential skill levels

Start Date: 2000

End Date: on-going

City: Richmond

Province/Territory: British Columbia

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☐ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☑ **Working with others**
☑ **Computer use**
☑ **Continuous Learning**
☑ **Thinking skills:**
  ☑ **Problem solving**
  ☑ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☑ **Finding information**

Skilled trades addressed: Machinist

Essential skills profile created? No

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☑ **In-class training**
☑ **On-the-job training**
☑ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Visible minorities**

☐ **Women** ☐ **Persons with disabilities**

Purpose of project: To embed participation and learning in the work life of manufacturers undergoing considerable change as part of moving to lean manufacturing

Intended outcomes: Increase participation from people who were watching change or resisting it.
Better teamwork
Support for people with essential skills learning challenges

Partners:
☑ **Employer:** Teleflex
☐ **Labour union:**
☐ **Community college:**
☑ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☑ **Employees**

Contact info:
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CME BC Division
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Name of Project: BHP Diamond Mine

Sponsor's Name: BHP Billiton Diamonds Inc.

Description: Early work included developing essential skills profiles for our four entry-level positions, following the guidelines of the National Occupational Classification. The consultants used this information along with the Test of Workplace Essential Skills (TOWES) to develop a customized "Pre-Assessment TOWES", a tool for identifying learning gaps. In the midst of all this, Skilltest conducted a formal essential skills needs assessment to help identify potential program components. Program components included orientation, progression plans, all technical training, soft-skills training, supervisory training. Workplace Learning Program includes reading, writing, math, oral communication, and ranges from pre-literacy to pre-apprenticeship.

Start Date: 2001

End Date: on-going

City:

Province/Territory: Northwest Territories

Scope:
☑ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: All

Essential skills profile created? Essential skills profiles for 4 entry-level positions BHP Diamond Mine

Project cost:

Government funder: HRSDC (HRP)

Type of project:
☐ **Research**
☑ **Curriculum development**
☑ **Tool development**
☑ **In-class training**
☑ **On-the-job training**
☑ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☑ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project: Almost 30% of employees have less than a grade-nine education. Low literacy is prevalent in the workplace. Existence of a knowledge gap and employees are caught between low educational levels and high occupational demands.

Intended outcomes:

Partners:
☑ **Employer:** BHP Billiton Diamonds Inc.
☐ **Labour union:**
☑ **Community college:** Bow Valley College
☐ **Community-based organizatio**
☑ **Sector council:** SkillPlan
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Literacy Support for Bullmoose Mine Workers - Phase I

Sponsor's Name: Northern Lights College - Tumbler Ridge Campus

Description: Northern Lights College, in partnership with Tumbler Ridge Literacy Association and the Bullmoose Mine Local 443, Communications, Energy and Paperworkers Union (CEPU), will select, adapt and implement a peer tutoring program to increase the literacy skills of employees, in preparation for the closure of the Bullmoose Mine in 2002. To do this, a co-coordinator will assess needs; work with representatives from the Union and Bullmoose Mine to draw up a plan of action; select an appropriate workplace literacy program; evaluate existing curriculum and materials; implement the program; provide ongoing support to tutors; set up a forum for learner feedback; raise community awareness; and prepare and submit a final report. The project will be evaluated through feedback from learners, tutors and other stakeholders.

Start Date: 2001 **End Date:**

City: Tumbler Ridge **Province/Territory:** British Columbia

Scope:
- ☑ **Local**
- ☐ **Regional**
- ☐ **Provincial/Territorial**
- ☐ **Interprovincial**
- ☐ **National**

Essential skills:
- ☑ **Reading text**
- ☑ **Document use**
- ☑ **Writing**
- ☑ **Numeracy**
- ☐ **Oral communication**
- ☐ **Working with others**
- ☐ **Computer use**
- ☐ **Continuous Learning**
- ☐ **Thinking skills:**
  - ☐ **Problem solving**
  - ☐ **Decision Making**
  - ☐ **Job Task Planning and Organization**
  - ☐ **Significant use of memory**
  - ☐ **Finding information**

Skilled trades addressed: Trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☐ **Curriculum development**
☐ **Tool development**
☑ **In-class training**
☑ **On-the-job training**
☑ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: To increase the literacy skills of employees, in preparation for the closure of the Bullmoose Mine in 2002.

Partners:
☐ **Employer:**
☐ **Labour union:**
☑ **Community college:** Northern Lights College
☑ **Community-based organizatio** Tumbler Ridge Literacy Association
☑ **Sector council:** Bullmoose Mine Local 443, Communications, Energy and Paperworkers Union
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Tumbler Ridge and CEP Mineworkers Adults Literacy Project - Phase II

Sponsor's Name: Northern Lights College - Tumbler Ridge Campus

Description: Northern Lights College, in partnership with the Communication, Energy and Paperworkers Union Local 443, will complete and consolidate the development of their program model to assist displaced workers in acquiring literacy skills necessary to achieve gainful employment. As the closing date for the Bullmoose Mine approaches in the current year, the project will expand to assist participants in literacy and employment skills. While focusing on employees at the Mine, it will also offer its services to the community through a Literacy Council supported by Laubach Literacy Canada. A Literacy Coordinator will meet with Union workers to plan activities for the year; recruit and train additional volunteers for the job search component; develop a training plan; match volunteers with learners; target local industries and businesses for support; provide avenues for learner feedback; review existing curriculum; and raise awareness within community organizations. Project effectiveness will be assessed through student journals, staff feedback and interviews.

Start Date: 2002
End Date:

City: Tumbler Ridge
Province/Territory: British Columbia

Scope:
☑ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☐ **Document use**
☑ **Writing**
☐ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☐ **Curriculum development**
☐ **Tool development**
☑ **In-class training**
☑ **On-the-job training**
☑ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: To assist displaced workers in acquiring literacy skills necessary to achieve gainful employment.

Partners:
☐ **Employer:**
☑ **Labour union:** Communication, Energy and Paperworkers Union Local 443
☑ **Community college:** Northern Lights College
☑ **Community-based organizatio** Literacy Council
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Improving Job Site Skills Project. Phase I - Organizational Needs Assess

Sponsor's Name: United Brotherhood of Carpenters & Joiners of America, Local 343

Description: The main goal of the project is to determine the necessary workplace literacy skills of carpenters on the job site and to develop recommendations for programs to improve these skills. The techniques used included; a mail out questionnaire to all carpenter members of Local 343, an employer survey, employer interviews, on site observations and interviews, and focus groups.

Start Date:
End Date: August 1994

City: Winnipeg
Province/Territory: Manitoba

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☐ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Carpenter

Essential skills profile created?

Project cost:

Government funder: Workplace Education Manitoba Steering Committee (WEMSC).

Type of project:
☑ **Research**
☐ **Curriculum development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Promotion**
☐ **Tutor / Provider Training**

☐ **Tool development** ☑ **Needs assessment**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: To increase awareness of workplace literacy skills by carpenters and employers; to confirm the complexity of workplace literacy skills embedded in job task of carpenters; to recognize by all invited parties the need to expand the workplace literacy skills of carpenters.

Partners:
☐ **Employer:**
☑ **Labour union:** Construction Labour Relations Association of Manitoba & Carpenters
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Benchmarking Trades-Related Essential Skills

Sponsor's Name: Manitoba Apprenticeship Branch

Description: This project develops diagnostic assessment packages that allow apprentices (in collaboration with trades trainers and/or adult educators) to determine their readiness for technical training.
More specifically, this involves developing a) interview forms, b) fact sheets, c) self-assessment tools, d) skills assessments and e) feedback sheets for various trades.

Start Date: August 2004 **End Date:** on-going

City: Winnipeg **Province/Territory:** Manitoba

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☑ **Thinking skills:**
  ☑ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Carpenter, Mobile Crane Operator, Electrician

Plumber/Pipefitter, other general trades

Millwright, Mechanical Trades, Ironworker -to come

Essential skills profile created? An abbreviated form was created for each

Project cost: Part of on-going operations

Government funder: Manitoba Apprenticeship

Type of project:
☐ **Research**
☐ **Curriculum development**
☑ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project: To determine readiness of apprentices for technical training

Intended outcomes:
- To create assessment packages for a variety of trades
- To train upgrading providers to administer the assessments and provide appropriate, developmental feedback

Partners:
☐ **Employer:**
☑ **Labour union:** Collaboration in some cases
☑ **Community college:** Information only
☐ **Community-based organizatio**
☐ **Sector council:**
☑ **Apprenticeship regulatory body** Approval only
☐ **Employees**

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Name of Project:

Sponsor's Name: Manitoba Apprenticeship Branch

Description: This project was designed to increase options and support services for apprentices and trades qualifiers who have determined they would like trades-related upgrading. The following projects are in development as part of this initiative:

1) a modular, trades-related upgrading credit is being developed to address trades math, document navigation, study skills and test-taking skills. It would be offered through Adult Learning Centres across Manitoba, and could also be used as non-credit course materials in other settings

2) an ESL-focused Essential Skills course is being to support Hairdressers who are preparing to write their Red Seal exams

3) Trade-specific upgrading courses and tutoring services have been piloted to respond to needs identified through the assessment process; these models will be implemented in other areas

4) Improvements are being implemented in products, process and services to address the necessary and available support services at colleges for apprentices

5) An inventory of existing trades-related upgrading options (websites, materials, courses) is being created

Start Date: August 2004

End Date: on-going

City: Winnipeg

Province/Territory: Manitoba

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☑ **Working with others**
☑ **Computer use**
☑ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Hairstylist

Other

Essential skills profile created?

Project cost: Part of on-going operations

Government funder: Manitoba Apprenticeship

Type of project:
☑ **Research**
☑ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☑ **Promotion**
☑ **Tutor / Provider Training**

Target group:
☑ **Aboriginal people**
☐ **Women**
☑ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project: To address trades-related upgrading needs

Intended outcomes:
- To increase the number and variety of ES (and ESL) upgrading options available to apprentices and trades qualifiers
- To create a trades-related upgrading credit that can be offered at Adult Learning Centres in Manitoba
- To develop a few successful models for integrating ES upgrading into technical training (text-based materials, inventory lists, tutoring models, integrating upgrading models)
- To increase communication about the ES upgrading needs of apprentices and trades qualifiers with upgrading providers
- To better coordinate services offered to apprentices through the Apprenticeship Branch and institutions providing technical training

Partners:
☑ **Employer:**
☑ **Labour union:**
☑ **Community college:** All potential upgrading providers
☐ **Community-based organizatio**
☐ **Sector council:**
☑ **Apprenticeship regulatory body** Manitoba Apprenticeship Branch
☐ **Employees**

Contact info: Margerit Roger, M.Ed.

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Name of Project: Raising the profile of Trades-related Essential Skills

Sponsor's Name: Manitoba Apprenticeship Branch

Description: 1) integration of Essential Skills information into existing promotional materials and processes. Examples include including ES details in apprenticeship Portfolios, ES information in promo binders, creation of a brochure about ES.
2) increased awareness amongst apprentices, trades qualifiers and the public about Essential Skills as they relate to trades, technical training and certification. Examples include presentations, articles and meetings.
3) increased awareness about Essential Skills amongst trade instructors, adult educators and other upgrading providers. Examples include presentations, meetings and training sessions

Start Date: August 2004
End Date: on-going

City: Winnipeg
Province/Territory: Manitoba

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☑ **Working with others**
☑ **Computer use**
☑ **Continuous Learning**
☑ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: All trades

Essential skills profile created?

Project cost: Part of on-going operations

Government funder: Part of on-going operations of Apprenticeship Branch

Type of project:
☐ **Research**
☐ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☑ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project: To raise awareness about the Essential Skills required not only for work in the trades, but also for success in technical training.

Intended outcomes:
- increase in the number of in-house materials containing ES information
- increase of trades-related ES information in their organizations' promotional materials
- increase in number of presentations, articles and meetings with external and internal stakeholders
- increase in training sessions and events with adult educators, trades trainers and upgrading providers
- increase in the number of people and/or organizations that support, participate in and/or initiate trades-related Essential Skills projects of their own.

Partners:
☑ **Employer:** Through Provincial Training Advisory Committees
☑ **Labour union:** Diverse
☑ **Community college:** Mainly Red River College to date
☐ **Community-based organizatio**
☐ **Sector council:**
☑ **Apprenticeship regulatory body** Manitoba Apprenticeship Branch and also other government departments
☐ **Employees**

Contact info:
Margerit Roger, M.Ed.
Essential Skills Coordinator
Manitoba Apprenticeship
1010-401 York
Winnipeg, MB
R3C 0P8
(204) 945-3340
mroger@gov.mb.ca

Name of Project: Workplace Essential Skills

Sponsor's Name: Canadian Operating Engineers Joint Apprenticeship and Training Council

Description: To review and update the Essential Skills profile for the Heavy Equipment Operators (NOC 7421)and to develop diagnostic tools to identify deficiencies and an inventory of training programs to address deficiencies. These products are intended for use by entry level and/or in-service operators. The Essential Skills Profile and the available occupation analysis were analyzed and summarized to ensure that the Essential Skills Learning Outcome chart would be as complete as possible before the validation process. The next steps in this project will be to link the validated learning outcomes with assessment tools and training that exist, and/or develop tools and training to meet the requirements of the learning outcomes.

Start Date: September 2, 2003 **End Date:** March 31, 2004

City: Edmonton **Province/Territory:** Alberta

Scope:
☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☑ **Working with others**
☑ **Computer use**
☐ **Continuous Learning**
☑ **Thinking skills:**
  ☑ **Problem solving**
  ☑ **Decision Making**
  ☑ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☑ **Finding information**

Skilled trades addressed: Heavy Equipment Operator

Essential skills profile created? Yes

Project cost: 131,844.47

Government funder: HRSDC (HRP)

Type of project:
☑ **Research**
☐ **Curriculum development**
☑ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project: To address the need to have assessment tools and readily available training programs for both entry level and in-school Heavy Equipment Operators who wish to upgrade their basic skills.

Intended outcomes: Diagnostic tools and inventory of training programs to address the essential skills required to enter or advance in the Operating Engineers trades.

Partners:
☑ **Employer:** Contractors
☑ **Labour union:** International Union of Operating Engineers
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** Canadian Operating Engineers Joint Apprenticeship and Training Council
☑ **Apprenticeship regulatory body** Ontario Apprenticeship
☐ **Employees**

Contact info:
Mr. Larry Connelly
Chair - Project Steering Committee
P.O. Box 389, Salmonier Line
Holyrood, Newfoundland
A0A 2R0
Tel 709 229-6464
Fax 709 229-6469
e-mail admin@oecollege.com

Name of Project: Essential Employability Skills Phase I

Sponsor's Name: Association of Community Colleges of Canada

Description: 1) To document the extent to which and methods by which Canadian colleges and institute integrate Essential Employability Skills into curricula
2) Develop case studies and an inventory of resources describing skills integration among different college populations (regular students, young adult learners and apprenticeship students)
3) Develop and implement a communication strategy including a National Symposium to make the results and resource materials widely known and available to the community college system and employer groups

Start Date: November 2002
End Date: December 2003

City: Ottawa
Province/Territory: Ontario

Scope:
☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☑ **Thinking skills:**
- ☐ **Problem solving**
- ☐ **Decision Making**
- ☐ **Job Task Planning and Organization**
- ☐ **Significant use of memory**
- ☐ **Finding information**

Skilled trades addressed: Carpenter

Essential skills profile created? No

Project cost: 379,000.00

Government funder: HRSDC (HRP)

Type of project:
- ☑ **Research**
- ☐ **Curriculum development**
- ☐ **Tool development**
- ☐ **In-class training**
- ☐ **On-the-job training**
- ☐ **Needs assessment**
- ☐ **Promotion**
- ☐ **Tutor / Provider Training**

Target group:
- ☑ **Aboriginal people**
- ☑ **Women**
- ☑ **Visible minorities**
- ☐ **Persons with disabilities**

Purpose of project: To assess the extent to which college/institutes are already incorporating Essential Skills into their programs and to develop a college "community of practice" relating to Essential Skills programs, curricula, tools, assessment, staff development and promotion.

Intended outcomes: Raising awareness of essential skills among senior institutional leadership in colleges/institute.
Creating and enhancing partnerships between education and industry in addressing ES issues.
Creating a sustainable repository of current materials and approaches relating to Essential Skills issues.
Identifying future activities that could contribute to HRSDC's Workplace literacy/Essential skills initiatives.

Partners:
- ☐ **Employer:**
- ☐ **Labour union:**
- ☑ **Community college:** ACCC
- ☐ **Community-based organizatio**
- ☐ **Sector council:**
- ☐ **Apprenticeship regulatory body**
- ☐ **Employees**

Contact info:
Paul Brennan
Director of Community and Corporate Relations
Association of Canadian Community Colleges
tel 613-746-2222 ext 3132

Name of Project: Preparing for Technical Training

Sponsor's Name: International Union of Bricklayers and Allied Craftworkers, Local #2 BC

Description: Preparing for Technical Training is a home study package developed to help prepare bricklaying apprentices for technical training. Included in the package is information about essential skills, a math assessment, an answer key, suggestions for what to do next and information about where to go for help. All numeracy and reading questions have been chosen because they reflect real on-the-job and technical training requirements of apprentices.

Start Date: May 2004

End Date:

City: Burnaby

Province/Territory: British Columbia

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☐ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☑ **Thinking skills:**
- ☑ **Problem solving**
- ☐ **Decision Making**
- ☐ **Job Task Planning and Organization**
- ☐ **Significant use of memory**
- ☐ **Finding information**

Skilled trades addressed: Bricklayer

Essential skills profile created?

Project cost: 5,000.00

Government funder:

Type of project: ☐ **Research** ☐ **In-class training** ☐ **Promotion**

☐ **Curriculum development** ☐ **On-the-job training** ☐ **Tutor / Provider Training**
☑ **Tool development** ☐ **Needs assessment**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners:
☐ **Employer:**
☑ **Labour union:** International Union of Bricklayers and Allied Craftworkers, Local #2, BC
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** SkillPlan
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:
Anita Rathje
SkillPlan
BC Construction Industry Skills Improvement Council
Suite 405, 3701 Hastings Street
Burnaby, BC
V5C 2H6
Tel: 604-436-1126
Fax: 604-436-1149
e-mail: info@skillplan.ca

Name of Project: Apprenticeship entry requirements

Sponsor's Name: Saskatchewan Apprenticeship and Trade Certification Commission

Description: Grade level entry requirements have been removed from trade legislation. The project is to compare grade entry levels with essential skill profiles, review entry examinations and ensure apprentices either have the skills to be successful when they enter training, or know where deficiencies are and have a means of addressing them.

Start Date: 2004
End Date: 2005

City: Saskatoon
Province/Territory: Saskatchewan

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☑ **Thinking skills:**
  ☑ **Problem solving**
  ☑ **Decision Making**
  ☑ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☑ **Finding information**

Skilled trades addressed: All Red Seal trades
All non-Red Seal trades

Essential skills profile created? ongoing

Project cost: internally funded to date

Government funder: Saskatchewan Apprenticeship and Trade Certification Commission

Type of project:
☑ **Research**
☐ **Curriculum development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Promotion**
☐ **Tutor / Provider Training**

☑ **Tool development** ☑ **Needs assessment**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project: More accurate assessment of needs was required

Intended outcomes: Noted above

Partners:
☑ **Employer:** Various
☑ **Labour union:** Various
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☑ **Apprenticeship regulatory body** Saskatchewan Apprenticeship and Trade Certification Commission
☐ **Employees**

Contact info:
Richard Ewen
Manager, Program Development
SATCC
Rick.Ewen@sasked.gov.sk.ca

Name of Project: Implementation of TOWES Test of Workplace Essential Skills

Sponsor's Name: SkillPlan - BC Construction Industry Skills Improvement Council

Description: The British Columbia Construction Industry Skills Improvement Council in partnership with Bow Valley College, will implement the Test of Workplace Essential Skills (TOWES), a Canadian-made assessment tool based on real work life examples for use by workplace literacy practitioners and others. They will do this by developing a system that surrounds the use of TOWES. This includes initial job profiling, selection of test items, production of customized test booklets, standardized administration and marking, detailed feedback to test-takers and users and support for effective upgrading. They will then market the product by using demo projects to test the application of TOWES in a wide variety of workplaces and situations. They will also establish an Advisory Committee, to oversee this project. The principle outcome of this project is to provide a widely available tool to measure reading text, using documents and solving problems using numbers in the context of the Canadian workplace. The project will result in the completion of a 350-item test bank, protocols for job profiles, reporting systems, guides for test takers and administrators, a certificate course for markers, a business plan for TOWES and related products. A detailed written report on all activities and the progress of this project will be submitted to the National Literacy Secretariat.

Start Date: 1999-2000, 2000-2001

End Date:

City: Burnaby

Province/Territory: British Columbia

Scope:

☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:

☑ **Reading text**
☑ **Document use**
☐ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☑ **Thinking skills:**
  ☑ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**

Skilled trades addressed: All trades

☐ **Finding information**

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:

☐ **Research**
☐ **Curriculum development**
☑ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☑ **Promotion**
☐ **Tutor / Provider Training**

Target group:

☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: To develop a system that surrounds the use of TOWES, including initial job profiling, selection of test items, production of customized test booklets, standardized administration and marking, detailed feedback to test-takers and users and support for effective upgrading. The project will result in the completion of a 350- item test bank, protocols for job profiles, reporting systems, guides for test takers and administrators, a certificate course for markers, a business plan for TOWES and related products.

Partners:

☑ **Employer:** Construction contractors
☑ **Labour union:** Construction unions
☑ **Community college:** Bow Valley College
☐ **Community-based organizatio**
☑ **Sector council:** SkillPlan
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Document Literacy in the Work

Sponsor's Name: SkillPlan - BC Construction Industry Skills Improvement Council

Description: SkillPlan will create two companion documents to its groundbreaking Document Literacy publication created last year. The first will be a dictionary of document related vocabulary, while the second will be a model for teaching technical vocabulary in an applied (workplace) setting.

Start Date: 1997-1998
End Date:

City: Burnaby
Province/Territory: British Columbia

Scope:
☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:
☐ **Reading text**
☑ **Document use**
☐ **Writing**
☐ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: All trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: Two companion documents to the Document Literacy publication created in 1997: (i) a dictionary of document related vocabulary, (ii) a model for teaching technical vocabulary in an applied (workplace) setting.

Partners:
☑ **Employer:** Construction contractors
☑ **Labour union:** Construction unions
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** SkillPlan
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Basic Residential Wood Framing

Sponsor's Name: Carpenters District Council of Ontario

Description: Platform frame construction methods and materials are taught, including layout, calculations and hands-on construction techniques.

Start Date:	T.B.A.	**End Date:**	T.B.A
City:	Various	**Province/Territory:**	Ontario

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☐ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☑ **Working with others**
☐ **Computer use**
☑ **Continuous Learning**
☑ **Thinking skills:**
- ☐ **Problem solving**
- ☐ **Decision Making**
- ☑ **Job Task Planning and Organization**
- ☐ **Significant use of memory**
- ☐ **Finding information**

Skilled trades addressed: Carpenter

Essential skills profile created?

Project cost:

Government funder:

Type of project:
☐ **Research**
☐ **Curriculum development**
☐ **Tool development**
☑ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Visible minorities**

☐ **Women** ☐ **Persons with disabilities**

Purpose of project: To upgrade the skills of carpenters in this essential construction skill area.

Intended outcomes: Provide carpenters with hands-on experience in framing. Improve carpenters skill level in framing

Partners:

☐ **Employer:**
☑ **Labour union:** Carpenters District Council of Ontario
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Vic A. Bodnar
(905) 238-3063
Carpenters District Council of Ontario

Name of Project: Level & Transit

Sponsor's Name: Carpenters District Council of Ontario

Description: Construction site layout course utilizing level and transit instruments, includes terminology and relevant math work

Start Date: T.B.A. **End Date:** T.B.A.

City: Various **Province/Territory:** Ontario

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☐ **Reading text**
☐ **Document use**
☐ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☑ **Working with others**
☐ **Computer use**
☑ **Continuous Learning**
☑ **Thinking skills:**
  ☑ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Carpenter

Essential skills profile created?

Project cost:

Government funder:

Type of project:
☐ **Research**
☐ **Curriculum development**
☐ **Tool development**
☑ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Visible minorities**

☐ **Women** ☐ **Persons with disabilities**

Purpose of project: To facilitate training of carpenters in this essential construction skill.

Intended outcomes: Familiarize carpenters with methods & procedures of level and transit layout; provide hands-on experience.

Partners:

☐ **Employer:**
☑ **Labour union:** Carpenters District Council of Ontario
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Vic A. Bodnar
(905) 238-3063
Carpenters District Council of Ontario

Name of Project: Foreman's Course

Sponsor's Name: Carpenters District Council of Ontario

Description: Trains Carpenters to take on supervisory positions on the site. Educates them in areas such as communications, leadership, planning & scheduling, decision making etc.

Start Date: T.B.A.

End Date: T.B.A

City: Various

Province/Territory: Ontario

Scope:
- ☐ **Local**
- ☐ **Regional**
- ☑ **Provincial/Territorial**
- ☐ **Interprovincial**
- ☐ **National**

Essential skills:
- ☐ **Reading text**
- ☑ **Document use**
- ☑ **Writing**
- ☐ **Numeracy**
- ☑ **Oral communication**
- ☑ **Working with others**
- ☐ **Computer use**
- ☑ **Continuous Learning**
- ☑ **Thinking skills:**
  - ☑ **Problem solving**
  - ☑ **Decision Making**
  - ☑ **Job Task Planning and Organization**
  - ☐ **Significant use of memory**
  - ☑ **Finding information**

Skilled trades addressed: Carpenter

Drywall installer

Floorlayer

Essential skills profile created?

Project cost:

Government funder:

Type of project:
- ☐ **Research**
- ☐ **Curriculum development**
- ☐ **Tool development**
- ☑ **In-class training**
- ☐ **On-the-job training**
- ☐ **Needs assessment**
- ☐ **Promotion**
- ☐ **Tutor / Provider Training**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project: To assist employers and tradespeople in supervisory capacities, or who aspire to become supervisors.

Intended outcomes: Equip supervisory tradespeople to function professionally, highlight their responsibilities in the industry and jobsite.

Partners:
☐ **Employer:**
☑ **Labour union:** Carpenters District Council of Ontario
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:
Vic A. Bodnar
(905) 238-3063
Carpenters District Council of Ontario

Name of Project: Construction Math for Carpenters

Sponsor's Name: Carpenters District Council of Ontario

Description: Carpentry related math course. Primary introduction leads to more advanced problems

Start Date: T.B.A. **End Date:** T.B.A

City: Various **Province/Territory:** Ontario

Scope:
☐ Local
☐ Regional
☑ Provincial/Territorial
☐ Interprovincial
☐ National

Essential skills:
☑ Reading text
☐ Document use
☐ Writing
☑ Numeracy
☐ Oral communication
☐ Working with others
☐ Computer use
☑ Continuous Learning
☑ Thinking skills:
  ☑ Problem solving
  ☐ Decision Making
  ☐ Job Task Planning and Organization
  ☑ Significant use of memory
  ☐ Finding information

Skilled trades addressed: Carpenter

other related trades

Essential skills profile created?

Project cost:

Government funder:

Type of project:
☐ Research
☐ Curriculum development
☐ Tool development
☑ In-class training
☐ On-the-job training
☑ Needs assessment
☐ Promotion
☐ Tutor / Provider Training

Target group:
☐ Aboriginal people
☐ Visible minorities

☐ **Women** ☐ **Persons with disabilities**

Purpose of project: The carpenters union recognized a need among it's members to enhance math skills, so they could function better in the workplace.

Intended outcomes: Upgrade Carpenter's abilities in math.

Partners:
☐ **Employer:**
☑ **Labour union:** Carpenters District Council of Ontario
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:
Vic A. Bodnar
(905) 238-3063
Carpenters District Council of Ontario

Name of Project: Certificate of Qualification upgrade

Sponsor's Name: Carpenters District Council of Ontario

Description: A preparatory course of study for apprentices/others who are soon to write the Interprovincial exam.

Start Date: T.B.A.
End Date: T.B.A.

City: Various
Province/Territory: Ontario

Scope:
☐ Local
☐ Regional
☑ Provincial/Territorial
☐ Interprovincial
☐ National

Essential skills:
☑ Reading text
☑ Document use
☐ Writing
☑ Numeracy
☐ Oral communication
☐ Working with others
☐ Computer use
☑ Continuous Learning
☑ Thinking skills:
- ☑ Problem solving
- ☐ Decision Making
- ☐ Job Task Planning and Organization
- ☑ Significant use of memory
- ☐ Finding information

Skilled trades addressed: Carpenter

Essential skills profile created?

Project cost:

Government funder:

Type of project:
☐ Research
☐ Curriculum development
☐ Tool development
☑ In-class training
☐ On-the-job training
☑ Needs assessment
☐ Promotion
☐ Tutor / Provider Training

Target group:
☐ Aboriginal people
☐ Visible minorities

☐ **Women** ☐ **Persons with disabilities**

Purpose of project: To address a recognized need in industry; apprentices needed help to pass the C of Q exam.

Intended outcomes: Assist apprentices in improving test scores on the C of Q.

Partners:

☐ **Employer:**
☑ **Labour union:** Carpenters District Council of Ontario
☑ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Vic A Bodnar
(905) 238-3063
Carpenters District Council of Ontario

Name of Project: Carpenters Blueprint reading / Drywall Blueprint reading

Sponsor's Name: Carpenters District Council of Ontario

Description: Course teaches carpenters and drywallers about the language of blueprints; gives them hands-on use of construction drawings to answer drawing specific questions.

Start Date: T.B.A.

End Date: T.B.A

City: Various

Province/Territory: Ontario

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☑ **Working with others**
☐ **Computer use**
☑ **Continuous Learning**
☑ **Thinking skills:**
- ☑ **Problem solving**
- ☐ **Decision Making**
- ☐ **Job Task Planning and Organization**
- ☐ **Significant use of memory**
- ☑ **Finding information**

Skilled trades addressed: Carpenter
Drywall Installer

Essential skills profile created?

Project cost:

Government funder:

Type of project:
☐ **Research**
☐ **Curriculum development**
☐ **Tool development**
☑ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project: A recognized need for training in this essential skill was addressed

Intended outcomes:

Partners:
- ☐ **Employer:**
- ☑ **Labour union:** Carpenters District Council of Ontario
- ☐ **Community college:**
- ☐ **Community-based organizatio**
- ☐ **Sector council:**
- ☐ **Apprenticeship regulatory body**
- ☐ **Employees**

Contact info:
Vic A. Bodnar
(905) 238-3063
Carpenters District Council of Ontario

Name of Project: Preparation for Access to Trades and Technology

Sponsor's Name: Fanshawe College

Description: Program is composed of three courses: 60 hours of English (occupationally specific terminology); 25 hours of skill level identification in shop; 30 hours of portfolio development. Most participants have full-time employment at the end of the program. The program includes language training, resume writing, job-search techniques, and mentorship with previous graduates acting as mentors.

Start Date: October 2002 **End Date:** on-going

City: London **Province/Territory:** Ontario

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☐ **Document use**
☑ **Writing**
☐ **Numeracy**
☑ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
- ☐ **Problem solving**
- ☐ **Decision Making**
- ☐ **Job Task Planning and Organization**
- ☐ **Significant use of memory**
- ☐ **Finding information**

Skilled trades addressed: Mechanical trades

Essential skills profile created?

Project cost:

Government funder: Ministry of Training Colleges and Universities, Access to Professions and Trades

Type of project:
☐ **Research**
☐ **Curriculum development**
☑ **In-class training**
☑ **On-the-job training**
☐ **Promotion**
☐ **Tutor / Provider Training**

☐ **Tool development** ☐ **Needs assessment**

Target group:
☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: To be able to use English in the workplace; to learn occupationally specific vocabulary; to provide participants with an opportunity to find employment in their trade, then to continue on and do certificate of qualification in their field

Partners:
☐ **Employer:**
☐ **Labour union:**
☑ **Community college:** Fanshawe College
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info: Monte Black Fanshawe College F30-11 London, ON N5Y 5R6

In September 2004, London Urban Services Organization (LUSO) will take over the management and marketing of the program

Name of Project: Occupational Terminology Workshops

Sponsor's Name: City of Windsor

Description: This is a new program aimed at providing internationally trained tradespeople with career plan development and language assessment, occupationally specific terminology training, and job search skills. The plan is to raise awareness with employers about the program and its participants in order to facilitate participants entry into the job market.

Start Date: June 2004 **End Date:**

City: Windsor **Province/Territory:** Ontario

Scope:
☑ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☐ **Numeracy**
☑ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: All trades

Essential skills profile created?

Project cost:

Government funder: City of Windsor through Ontario Works

Type of project:
☐ **Research**
☐ **Curriculum development**
☐ **Tool development**
☑ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project: The program evolved from the YMCA Windsor's experience with a Mentoring Project for internationally trained tradespeople, which was unsuccessful. Staff could not find individuals to serve as mentors. The hours worked by individuals in the trades was cited as the main reason (long hours, often on shift). They tried to run the mentorship program in various ways over a 3 year period, but concluded that what participants really needed was the language to find a job and to keep a job in their trade.

Intended outcomes: To increase access by internationally trained tradespeople to their occupations by providing training on trade terminology, sector-specific employment preparation workshops and employment counselling. To improve client outcomes on trade certification exams; to increase client job search effectiveness.

Partners:

☐ **Employer:**

☐ **Labour union:**

☑ **Community college:** St Clair College - provide evening counsellors and apprenticeship coordinators

☐ **Community-based organizatio**

☑ **Sector council:** Canadian Association of Mold makers

☑ **Apprenticeship regulatory body** Ministry of Training, Colleges and Universities - provide info on requirements to write trade exams, fact sheets on trades, assessment of prior work experience/apprenticeship hours

☐ **Employees**

Contact info: Jacquie Rumiel Windsor-Essex County YMCA, 500 Victoria Ave, Windsor, ON M9N 4M8 Tel. 519-256-7330

Name of Project: Workplace Literacy Resource Centre - Construction Skills Training

Sponsor's Name: L.I.U.N.A. Local 183 Training and Rehabilitation Centre Trust Fund

Description: To establish a resource centre of curriculum and other materials and to train trainer to complement existing skills training

Start Date: 1989-1990

End Date:

City: Toronto

Province/Territory: Ontario

Scope:
- ☑ Local
- ☐ Regional
- ☐ Provincial/Territorial
- ☐ Interprovincial
- ☐ National

Essential skills:
- ☑ Reading text
- ☑ Document use
- ☑ Writing
- ☑ Numeracy
- ☐ Oral communication
- ☐ Working with others
- ☐ Computer use
- ☐ Continuous Learning
- ☐ Thinking skills:
  - ☐ Problem solving
  - ☐ Decision Making
  - ☐ Job Task Planning and Organization
  - ☐ Significant use of memory
  - ☐ Finding information

Skilled trades addressed: Labourers

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
- ☐ Research
- ☐ Curriculum development
- ☐ Tool development
- ☐ In-class training
- ☐ On-the-job training
- ☐ Needs assessment
- ☐ Promotion
- ☑ Tutor / Provider Training

Target group:
- ☐ Aboriginal people
- ☐ Visible minorities

☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: To establish a resource centre of curriculum and other materials and to train trainer to complement existing skills training

Partners:

☐ **Employer:**
☑ **Labour union:** LIUNA
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: UNITE Literacy Project Phase II

Sponsor's Name: Union of Needletrades, Industrial and Textile Employees (UNITE) Local

Description: UNITE will follow-up on the recommendations and plan of action from its basic skills needs assessment by promoting basic skills within UNITE, aid locals to develop their own plans, train union members in the various industrial settings (textile, apparel, manufacturing) in issues related to basic skills and literacy, manage a central resource bank and develop a train the trainer model to integrate basic skills into the union's regular education programs.

Start Date: 1997-1998, 1998-1999 **End Date:**

City: Don Mills **Province/Territory:** Ontario

Scope:
☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:
☑ **Reading text**
☐ **Document use**
☑ **Writing**
☐ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed:

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project: ☐ **Research** ☐ **In-class training** ☑ **Promotion**

☐ **Curriculum development** ☐ **On-the-job training** ☑ **Tutor / Provider Training**
☐ **Tool development** ☐ **Needs assessment**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: To promote basic skills within UNITE, aid locals to develop their own plans, train union members in the various industrial settings in issues related to basic skills and literacy, manage a central resource bank and develop a train the trainer model to integrate basic skills into the union's regular education programs.

Partners:
☐ **Employer:**
☑ **Labour union:** Union of Needletrades, Industrial and Textile Employees
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Phase I, National Project on Literacy

Sponsor's Name: Communications, Energy and Paperworkers Union of Canada

Description: The Communications, Energy and Paperworkers Union of Canada (CEP) will conduct a needs assessment of its members throughout Canada. They will develop a questionnaire in French and English to identify their needs, interests, and understanding on a variety of literacy issues. CEP will also publicize the outcome in a course manual through the National Education Committee. Staff representatives will attend workshops to understand literacy issues and help their members with low literacy levels. To raise awareness of its members with low literacy CEP will also use collective agreements, constitution rights of the National Union and By-Laws as tools. Union newsletters, the education program, information pamphlets and constant support from the CEP National Executive Board are important ways to increase the number of CEP members participating in literacy projects. The project will culminate with a presentation to the 2000 CEP convention where a long term strategy will be endorsed.

Start Date: 1999

End Date:

City: Ottawa

Province/Territory: Ontario

Scope:
- ☐ **Local**
- ☐ **Regional**
- ☐ **Provincial/Territorial**
- ☐ **Interprovincial**
- ☑ **National**

Essential skills:
- ☑ **Reading text**
- ☑ **Document use**
- ☑ **Writing**
- ☑ **Numeracy**
- ☐ **Oral communication**
- ☐ **Working with others**
- ☐ **Computer use**
- ☐ **Continuous Learning**
- ☐ **Thinking skills:**
  - ☐ **Problem solving**
  - ☐ **Decision Making**
  - ☐ **Job Task Planning and Organization**
  - ☐ **Significant use of memory**
  - ☐ **Finding information**

Skilled trades addressed: Not specified

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☐ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☑ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners:
☐ **Employer:**
☑ **Labour union:** Communications, Energy and Paperworkers Union of Canada
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Phase II, CEP National Literacy Project

Sponsor's Name: Communications, Energy and Paperworkers Union of Canada

Description: Communications, Energy and Paperworkers Union (CEP) is a labour union that places a high priority on members' development of skills for their daily lives, in the workplace and in the community. This project is the result of Phase I where a need assessment was conducted on literacy activities throughout the union. The results of the survey provided the data that indicated the need for continuous learning and improvement of a broad set of literacy skills in the workplace and in the community. This two year project will 1) facilitate the development of well-organized and well-connected literacy activists; 2) develop and establish literacy committees and provide them with a "Literacy Activists Kit" that will include the resources, contacts, materials and tools to help promote and facilitate literacy learning development programs in their local, province or region; and 3) identify, develop, translate and publish a "Directory" of regional provincial and community partners for the assessment, program development and delivery of literacy activities across the country. The objectives and outcomes for this initiative will be measured by the development of a "CEP Essential Skills Data Base". A written report with a copy of the materials developed will be submitted to the NLS.

Start Date: 2001

End Date:

City: Ottawa

Province/Territory: Ontario

Scope:

☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:

☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Not specified

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☐ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☑ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners:
☐ **Employer:**
☑ **Labour union:** Communications, Energy and Paperworkers Union of Canada
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: One Journey-Work and Learn

Sponsor's Name: Nova Scotia Departments of Education and Community Services

Description: Government, industry, labour and community form a partnership to respond to a shortage of skilled workers by providing customized essential skills training to social assistance recipients with a job to follow.

Start Date: January 2004 **End Date:** January 2005

City: Halifax Regional Municipality **Province/Territory:** Nova Scotia

Scope:
- ☐ **Local**
- ☑ **Regional**
- ☐ **Provincial/Territorial**
- ☐ **Interprovincial**
- ☐ **National**

Essential skills:
- ☑ **Reading text**
- ☑ **Document use**
- ☑ **Writing**
- ☑ **Numeracy**
- ☑ **Oral communication**
- ☑ **Working with others**
- ☑ **Computer use**
- ☑ **Continuous Learning**
- ☑ **Thinking skills:**
  - ☑ **Problem solving**
  - ☑ **Decision Making**
  - ☑ **Job Task Planning and Organization**
  - ☑ **Significant use of memory**
  - ☑ **Finding information**

Skilled trades addressed: Flooring Installation

Essential skills profile created? The National Occupational Analysis was used to develop curriculum

Project cost: For essential skills $5000 each

Government funder: The provincial dept of education funded the essential skills -The provincial Dept of Community services funded the trades training through the Canada Nova Scotia Skills and Learning Framework (CNSSLF)

Type of project:
- ☑ **Research**
- ☑ **Curriculum development**
- ☐ **Tool development**
- ☑ **In-class training**
- ☑ **On-the-job training**
- ☑ **Needs assessment**
- ☐ **Promotion**
- ☐ **Tutor / Provider Training**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project: For the past five years, the DOE/DCS partnership has done one program/year in partnership with local hotels; in January 2004, the DOE/DCS partnership was given an office to work together full time on a one year pilot to expand the project to other sectors in addition to hospitality.

Intended outcomes: To respond to industry needs for skilled workers and social assistance and EI recipients need for training and employment

Partners:

- ☑ **Employer:** Flooring retailers, auto dealerships, Canadian Tire and others
- ☑ **Labour union:** Flooring Installers Association
- ☑ **Community college:** Nova Scotia Community College
- ☑ **Community-based organizatio** Community Care Network Society, Options Work Activity
- ☑ **Sector council:** Automotive HR Sector Council
- ☑ **Apprenticeship regulatory body** Apprenticeship Training and Skill Development Division, NS Dept of Education
- ☑ **Employees**

Contact info:

Elaine Casey,
Program Coordinator, One Journey-Work and Learn
NS Dept of Education
Skills and Learning Branch
Nelson Place 6th Floor
5675 Spring Garden Road
PO Box 696
Halifax, NS B3J 2T7

Name of Project: ESCORT (Essential Skills Computerized Occupational Readiness Trainin

Sponsor's Name: Cummins EP Consulting, Inc.

Description: Evaluation, enhancement, and promotion of Internet-delivered, computer-mediated process that assists low-literate adults to qualify for and obtain entry-level employment consistent with their individual interests and abilities. Combines portfolio development with targeted online learning using PLATO integrated learning resources.

Start Date: 2004 (?)

End Date:

City:

Province/Territory: Ontario

Scope:
☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:
☑ **Reading text**
☑ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☐ **Working with others**
☑ **Computer use**
☐ **Continuous Learning**
☑ **Thinking skills:**
  ☑ **Problem solving**
  ☑ **Decision Making**
  ☑ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☑ **Finding information**

Skilled trades addressed: All ES profiled occupations

Essential skills profile created? N/A

Project cost: in process

Government funder: HRSDC, Office of Learning Technologies

Type of project:
☑ **Research**
☑ **Curriculum development**
☑ **Tool development**
☑ **In-class training**
☑ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☑ **Tutor / Provider Training**

Target group:	☑ **Aboriginal people**	☐ **Visible minorities**
	☐ **Women**	☐ **Persons with disabilities**

Purpose of project: To make HRDC Essential Skills Profiles useable at program level; to connect assessments directly to remediation

Intended outcomes: Replicable and scalable Internet deliverable-model for employment-focused literacy programs in which participants, having selected occupational goals based on interests and abilities, prepare for and obtain satisfactory employment.

Partners:

- ☐ **Employer:**
- ☑ **Labour union:**
- ☐ **Community college:**
- ☑ **Community-based organizatio**
- ☑ **Sector council:**
- ☐ **Apprenticeship regulatory body**
- ☐ **Employees**

Contact info:

Patrick Cummins
CEP Consulting, Inc.
31 St. Claire Avenue
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613 225-3808 (phone)
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or

Thomas Clahane
PLATO Learning, Inc.
117 Bridge Street
RR#2
Kingston, NS B0P 1R0
902 765-8646
tclahane@plato.com

Name of Project: Improving Job Site Skills Project, Phase II - Improving Job Site Communi

Sponsor's Name: United Brotherhood of Carpenters & Joiners of America, Local 343

Description: Phase II of the project was design to address the concerns and recommendations made in Phase I (1994). The project aims to develop a workplace literacy seminar for trade instructors; to review existing courses to identify workplace literacy skills, to develop course outline for speaking, writing & spelling, reading and English as a second language, to develop a supervisory skill course and to explore alternate methods of course delivery.

Start Date:

End Date: July 1996

City: Winnipeg

Province/Territory: Manitoba

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☐ **Document use**
☑ **Writing**
☐ **Numeracy**
☑ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Carpenter

Essential skills profile created?

Project cost:

Government funder: Workplace Education Manitoba

Type of project: ☐ **Research** ☐ **In-class training** ☐ **Promotion**

☑ **Curriculum development** ☐ **On-the-job training** ☑ **Tutor / Provider Training**
☐ **Tool development** ☐ **Needs assessment**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners: ☐ **Employer:**
☑ **Labour union:** Local 343 United Brotherhood of Carpenters & Joiners of America, Construction Labour Relations Association of Manitoba
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Essential skills training and development for Canada's textile industry

Sponsor's Name: Textiles Human Resources Council

Description: On-line survey: Work with fifteen textile companies to develop essential skills - including literacy, numeracy, communication, and computer skills - identified the needs of thousands of textile workers and tailored training to meet these needs. This process has laid the groundwork for web-based training that, in addition to essential skills, will address health and safety, quality control, the environment, and energy conservation.

Final Report: 5 pilot projects were set up with five textile companies in order to analyze essential skills levels and to work jointly with management, unions, and employees to develop Workplace Needs Assessments and make recommendations for training.
The main goals of the pilot projects were 1) to develop a standard process model for analyzing training needs, 2) to build the in-house training capacity at pilot sites, 3) to develop a standard curriculum for essential skills training, 4) to use the results of the pilot projects to promote essential skills training throughout the industry by developing a "tool kit" for interested companies, 5) to establish the link between essential skills training and more advanced technical training.

Start Date:	July 1998	**End Date:**	August 2000
City:	Ottawa	**Province/Territory:**	Ontario

Scope:	☐ **Local**	☐ **Provincial/Territorial**	☑ **National**
	☐ **Regional**	☐ **Interprovincial**	
Essential skills:	☑ **Reading text**	☑ **Oral communication**	☑ **Thinking skills:**
	☐ **Document use**	☐ **Working with others**	☑ **Problem solving**
	☐ **Writing**	☑ **Computer use**	☐ **Decision Making**
	☑ **Numeracy**	☐ **Continuous Learning**	☐ **Job Task Planning and Organization**
			☐ **Significant use of memory**
			☐ **Finding information**

Skilled trades addressed: Trades within the textile industry

Essential skills profile created? No

Project cost:

Government funder: HRSDC (Sector Council program/National Literacy Secretariat)

Type of project:
☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☑ **On-the-job training**
☑ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project: Urgent need for essential skills training was identified in a 1996 Price Waterhouse sector study.

Intended outcomes: To develop a standard process model for analyzing training needs To build the in-house training capacity at pilot sites.
To develop a standard curriculum for essential skills training.
To use the results of the pilot projects to promote essential skills training throughout the industry by developing a "tool kit" for interested companies.
To establish the link between essential skills training and more advanced technical training.

Partners:
☑ **Employer:** Barrday Inc., Coats Bell, Coats Patons, Doubletex, Tiger Brand Knitting
☑ **Labour union:**
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** Textiles Human Resources Council
☐ **Apprenticeship regulatory body**
☑ **Employees**

Contact info:
David Kelly
Director, Projects and Strategic Development
david.kelly@thrc-crhit.org
(613) 230-7217 ext. 301

Name of Project: Workplace basic skill analysis (Steel Fabricator, Steel Fabricator foreman)

Sponsor's Name: SkillPlan - BC Construction Industry Skills Improvement Council

Description: SkillPlan was mandated to identify the role which basic skills play in supporting trades skills. The specific goals of the project were 1) to provide background information for professionals charged with providing meaningful educational experiences that target employment or access to further training, 2) to determine the basic skills required for the jobs of Steel Fabricator and Steel Fabricator Foreman, 3) to identify some additional training needs in moving from the position of journeyperson to foreman and to provide information for some related career alternatives.

Start Date: October 1993

End Date: November 1993

City:

Province/Territory: British Columbia

Scope:

☐ **Local**
☑ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:

☑ **Reading text**
☐ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☑ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☑ **Thinking skills:**
  ☑ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Steel Fabricator

Essential skills profile created?

Project cost:

Government funder:

Type of project: ☑ **Research**
☐ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group: ☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners: ☑ **Employer:** Employers: Quad Equipment Ltd, Skagit Manufacturing Company
☑ **Labour union:** International Union of Operating Engineers
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** SkillPlan
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Aerospace Sector: Basic skills needs assessment

Sponsor's Name: Canadian Auto Workers, Local 3005

Description: The goal of the project was to identify and prioritize the generic workplace literacy skills common across all jobs/occupations within the industry to provide a statistical reference base for future curriculum and course development and to develop recommendations to the industry for program development.

Start Date:

End Date: 1994

City:

Province/Territory: Manitoba

Scope:

☑ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:

☑ **Reading text**
☐ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☑ **Thinking skills:**
- ☐ **Problem solving**
- ☐ **Decision Making**
- ☐ **Job Task Planning and Organization**
- ☐ **Significant use of memory**
- ☐ **Finding information**

Skilled trades addressed:

Essential skills profile created?

Project cost:

Government funder: Workplace Education Manitoba

Type of project:

☑ **Research**
☐ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**

☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners:

☑ **Employer:** Bristol Aerospace
☑ **Labour union:** Canadian Auto Workers, Local 3005
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** Workplace Education Manitoba
☐ **Apprenticeship regulatory body**
☑ **Employees**

Contact info:

Name of Project: Construction Craft Labourer Training Program

Sponsor's Name: Bow Valley College

Description: Construction Craft Labourer is a newly designated occupation in Alberta. Workers who are currently doing this work and wish to be certified are now required to pass a certification exam through Alberta Apprenticeship office. At Bow Valley College, construction workers have access to tailor-made training that can prepare them to challenge the certification exam. The program can be taught in a traditional classroom setting, self-taught or delivered through one-on-one tutoring.

Start Date: **End Date:**

City: Calgary **Province/Territory:** Alberta

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☐ **Document use**
☑ **Writing**
☐ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Craft Labourer

Essential skills profile created?

Project cost:

Government funder:

Type of project: ☐ **Research** ☑ **In-class training** ☐ **Promotion**

☑ **Curriculum development** ☐ **On-the-job training** ☐ **Tutor / Provider Training**
☐ **Tool development** ☐ **Needs assessment**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project: Many of these experienced workers who wish to be certified as a Craft Labourer may have difficulty taking the exam because of their limited reading or writing abilities.

Intended outcomes:

Partners:
☐ **Employer:**
☐ **Labour union:**
☑ **Community college:** Bow Valley College
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Trade Entry Program

Sponsor's Name: MCC Employment Development

Description: Participants in the Trades Entry Program receive 10 weeks of classroom instruction in English, math and science, all with a focus on preparation for the workplace. Instruction is also given in Life Skills, which covers such topics as working in teams, developing positive attitudes, responsibility, building relationships and conflict resolution. The second training component occurs at SAIT, where participants undertake six weeks of technical training which includes safety training and an emphasis on hand skills and practical knowledge. The third and final component is the five-week work experience placement.

Start Date:

End Date:

City: Calgary

Province/Territory: Alberta

Scope:

☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:

☑ **Reading text**
☐ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☑ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Sheet metal worker

Welder, Plumber, Carpenter

Other trades

Essential skills profile created?

Project cost:

Government funder:

Type of project:
☐ **Research**
☑ **Curriculum development**
☐ **Tool development**
☑ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☑ **Aboriginal people**
☑ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project: To bring down the barriers that prevent the unemployed and under-employed from fully participating in the workplace

Intended outcomes: To enhance employability skills and recent technical training

Partners:
☐ **Employer:**
☐ **Labour union:**
☑ **Community college:** SAIT
☑ **Community-based organizatio** MCC Employment Development
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Gateways to Apprenticeship

Sponsor's Name: Metro Community College

Description: Gateways to Apprenticeship is a full-time training program focused on upgrading the English language, math and science skills of workers who already have experience in a trade or who want to become apprentices. The topics covered in the classroom are supplemented with a five- to six week work experience.

Start Date:

End Date:

City:

Province/Territory: Alberta

Scope:
- ☐ Local
- ☐ Regional
- ☑ Provincial/Territorial
- ☐ Interprovincial
- ☐ National

Essential skills:
- ☑ Reading text
- ☐ Document use
- ☑ Writing
- ☑ Numeracy
- ☑ Oral communication
- ☐ Working with others
- ☑ Computer use
- ☐ Continuous Learning
- ☑ Thinking skills:
  - ☑ Problem solving
  - ☐ Decision Making
  - ☐ Job Task Planning and Organization
  - ☐ Significant use of memory
  - ☐ Finding information

Skilled trades addressed: All trades

Essential skills profile created?

Project cost:

Government funder:

Type of project:
- ☐ Research
- ☑ Curriculum development
- ☐ Tool development
- ☑ In-class training
- ☐ On-the-job training
- ☐ Needs assessment
- ☐ Promotion
- ☐ Tutor / Provider Training

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**

☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners:

☐ **Employer:**
☐ **Labour union:**
☑ **Community college:** Metro Community College
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Pre-Trades Math and Science Program

Sponsor's Name: NorQuest College

Description: This program provides highly focused training to enhance participants' knowledge of the math and science they need to pass the trade entrance exam level 1 or 3. The target participants are Workers who have applied for an apprenticeship but need a stronger understanding of math and science, and workers who have scored between 45 percent and 65 percent on the apprenticeship entrance exam and wish to retake the exam.

Start Date:

End Date:

City:

Province/Territory: Alberta

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☐ **Reading text**
☐ **Document use**
☐ **Writing**
☑ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
- ☐ **Problem solving**
- ☐ **Decision Making**
- ☐ **Job Task Planning and Organization**
- ☐ **Significant use of memory**
- ☐ **Finding information**

Skilled trades addressed: Apprenticeable trades

Essential skills profile created?

Project cost:

Government funder:

Type of project:
☐ **Research**
☑ **Curriculum development**
☑ **In-class training**
☐ **On-the-job training**
☐ **Promotion**
☐ **Tutor / Provider Training**

☐ **Tool development** ☐ **Needs assessment**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners:
☐ **Employer:**
☐ **Labour union:**
☑ **Community college:** NorQuest College
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: ERIC Program

Sponsor's Name: Keyano College

Description: ERIC (Effective Reading in Context) emphasizes on equipping construction workers with the reading strategies needed for increased efficiency with written material. Participants are taught three upper reading processes – how to generalize, synthesize and analyze the materials they encounter at work each day along with a unit on study for life-long learning success. Instructional materials are tailor-made using actual examples from the participants' workplace.

Start Date:

End Date:

City:

Province/Territory: Alberta

Scope:
☐ **Local**
☐ **Regional**
☑ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☐ **Document use**
☐ **Writing**
☐ **Numeracy**
☐ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Construction trades

Essential skills profile created?

Project cost:

Government funder:

Type of project: ☐ **Research** ☑ **In-class training** ☐ **Promotion**

☑ **Curriculum development** ☐ **On-the-job training** ☐ **Tutor / Provider Training**
☐ **Tool development** ☐ **Needs assessment**

Target group: ☐ **Aboriginal people** ☐ **Visible minorities**
☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners:
☐ **Employer:**
☐ **Labour union:**
☑ **Community college:** Keyano College
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Aboriginal Workforce Capacity Expansion Project (AWCEP)

Sponsor's Name: Portage College

Description: The project was initiated by Portage College in Lac La Biche and Alberta-Pacific Forest Industries. It is a 37 week, pre-employment program aimed at increasing the number of Aboriginals directly employed in Alberta's resource-based industries. Although aimed at direct employment, there is an apprenticeship element in that students received pre trades study in math and science and were given the opportunity to write the Alberta pre trades entrance exam at the end of the course.

Start Date:

End Date:

City:

Province/Territory: Alberta

Scope:
- ☐ Local
- ☑ Regional
- ☐ Provincial/Territorial
- ☐ Interprovincial
- ☐ National

Essential skills:
- ☐ Reading text
- ☐ Document use
- ☐ Writing
- ☑ Numeracy
- ☐ Oral communication
- ☐ Working with others
- ☐ Computer use
- ☐ Continuous Learning
- ☐ Thinking skills:
  - ☐ Problem solving
  - ☐ Decision Making
  - ☐ Job Task Planning and Organization
  - ☐ Significant use of memory
  - ☐ Finding information

Skilled trades addressed:

Essential skills profile created?

Project cost:

Government funder:

Type of project: ☐ Research ☑ In-class training ☐ Promotion

☑ **Curriculum development**
☐ **Tool development**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Tutor / Provider Training**

Target group:
☑ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners:
☐ **Employer:**
☐ **Labour union:**
☑ **Community college:** Portage College in Lac La Biche
☐ **Community-based organizatio**
☑ **Sector council:** Alberta-Pacific Forest Industries
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:
Sharon Behnke
Tel. 780 623 5539 ext. 5539
sharon.behnke@portagec.ab.ca

Name of Project: Occupational Profiles

Sponsor's Name: Textiles Human Resources Council

Description: Job competency profiles were created to provide information on the knowledge and skills required for individual textile occupations (supervisors, mechanics, knitters, weavers, dyers and finishers). These profiles are ideal for companies to use in hiring, succession and human resources planning.

Start Date:	January 1998	**End Date:**	May 2000
City:		**Province/Territory:**	Ontario

Scope:	☐ **Local**	☐ **Provincial/Territorial**	☑ **National**
	☐ **Regional**	☐ **Interprovincial**	
Essential skills:	☑ **Reading text**	☐ **Oral communication**	☑ **Thinking skills:**
	☑ **Document use**	☐ **Working with others**	☐ **Problem solving**
	☑ **Writing**	☐ **Computer use**	☐ **Decision Making**
	☑ **Numeracy**	☑ **Continuous Learning**	☑ **Job Task Planning and Organization**
			☐ **Significant use of memory**
			☐ **Finding information**

Skilled trades addressed:
- Knitting machine specialists/mechanics
- Weaving machine specialists/mechanics
- Textile manufacturing supervisors
- Textile dyers

Essential skills profile created? Yes, for all but supervisors

Project cost:

Government funder: HRSDC (Sector Council program)

Type of project:
☑ **Research**
☐ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☑ **On-the-job training**
☑ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project: The Canadian textile industry identified a number of key occupations where workplace skills development needs were most critical. The occupational profiles were developed to assist in human resources planning for these key skilled trades.

Intended outcomes: To develop and validate occupational profiles
To communicate the process and the results to the industry and to the public

Partners:
☑ **Employer:**
☑ **Labour union:**
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** Textiles Human Resources Council
☐ **Apprenticeship regulatory body**
☑ **Employees**

Contact info:
David Kelly
Director, Projects and Strategic Development
david.kelly@thrc-crhit.org
(613) 230-7217 ext. 301

Name of Project: Pretrade Course - Rankin Inlet

Sponsor's Name: Nunavut Arctic College

Description: Upgrading English, Math and Science skills for students wishing to pass Trade Entrance Exam and become apprentices

Start Date:	January 2004	**End Date:**	April 2004
City:	Rankin Inlet	**Province/Territory:**	Nunavut

Scope:	☐ **Local**	☐ **Provincial/Territorial**	☐ **National**
	☑ **Regional**	☐ **Interprovincial**	

Essential skills:	☑ **Reading text**	☑ **Oral communication**	☐ **Thinking skills:**
	☐ **Document use**	☑ **Working with others**	☐ **Problem solving**
	☑ **Writing**	☐ **Computer use**	☐ **Decision Making**
	☑ **Numeracy**	☐ **Continuous Learning**	☐ **Job Task Planning and Organization**
			☐ **Significant use of memory**
			☐ **Finding information**

Skilled trades addressed: All apprenticeable trades

Essential skills profile created?

Project cost:

Government funder: Government of Nunavut

Type of project:	☐ **Research**	☑ **In-class training**	☐ **Promotion**
	☐ **Curriculum development**	☐ **On-the-job training**	☐ **Tutor / Provider Training**
	☐ **Tool development**	☐ **Needs assessment**	

Target group:	☑ **Aboriginal people**	☐ **Visible minorities**

☐ **Women** ☐ **Persons with disabilities**

Purpose of project: To have more apprentices

Intended outcomes: To have more individuals pass the Trade Entrance Exam

Partners:
☐ **Employer:**
☐ **Labour union:**
☑ **Community college:** Nunavut Arctic College
☐ **Community-based organizatio**
☐ **Sector council:**
☑ **Apprenticeship regulatory body** Department of Education
☐ **Employees**

Contact info:
Gerry Pflueger
Community Learning Centre
(867)645-2917

Name of Project: Pretrade Course - Baker Lake

Sponsor's Name: Nunavut Arctic College

Description: Upgrading English, Math and Science skills for students wishing to pass Trade Entrance Exam and become apprentices

Start Date: October 2003 **End Date:** March 2004

City: Baker Lake **Province/Territory:** Nunavut

Scope:
☑ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☐ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☑ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☑ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: All apprenticeable trades

Essential skills profile created?

Project cost:

Government funder: Nunavut Territorial Government

Type of project:
☐ **Research**
☐ **Curriculum development**
☐ **Tool development**
☑ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☐ **Tutor / Provider Training**

Target group:
☑ **Aboriginal people**
☐ **Visible minorities**

☐ **Women** ☐ **Persons with disabilities**

Purpose of project: To have more apprentices

Intended outcomes: To have more individuals pas the entrance exam.

Partners:
☐ **Employer:**
☐ **Labour union:**
☑ **Community college:** Nunavut Arctic College
☐ **Community-based organizatio**
☐ **Sector council:**
☑ **Apprenticeship regulatory body** Department of Education
☐ **Employees**

Contact info:
Alexis Uta'naaq
Nunavut Arctic College
(867) 793-2971

Name of Project: Building Capacity - Essential Skills in the Construction Industry in Albert

Sponsor's Name: Construction Owners' Association of Alberta

Description: The Construction Owners Association of Alberta, comprised of those companies and organizations that use construction services in their day-to-day operations, will undertake four essential skills activities: the development of a model for instruction for workers with low literacy levels; the design and piloting of a curriculum for intermediate level workers; the modification and piloting of an existing program for higher level workers; and the promotion of essential skills to the industry.

Start Date: 1998-1999

End Date:

City: Edmonton

Province/Territory: Alberta

Scope:
☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☐ **Interprovincial**
☑ **National**

Essential skills:
☑ **Reading text**
☐ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed: Construction trades

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project: ☐ **Research** ☑ **In-class training** ☑ **Promotion**

☑ **Curriculum development**
☐ **Tool development**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: To develop a model for instruction for workers with low literacy levels
To design and pilot a curriculum for intermediate level workers
To modify and pilot an existing program for higher level workers
To promote essential skills to the industry.

Partners:
☑ **Employer:** Construction Owners Association of Alberta
☐ **Labour union:**
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Profiling Job-Specific SkillPlan - BC Construction Industry Skills Improv

Sponsor's Name: SkillPlan - BC Construction Industry Skills Improvement Council

Description: SKILLPLAN, on behalf of the researchers and practitioners involved in HRDC's Essential Skills Research Project, will organize a training program to train workplace literacy practitioners in how to use this new methodology to determine the literacy requirements of jobs in order to deliver better and more useful workplace literacy programs. The pilot training session will be held in western Canada, and after refinements are made, it is expected that other projects will see the training take place in other parts of the country.

Start Date: 1997-1998

End Date:

City: Burnaby

Province/Territory: British Columbia

Scope:
☐ **Local**
☐ **Regional**
☐ **Provincial/Territorial**
☑ **Interprovincial**
☐ **National**

Essential skills:
☑ **Reading text**
☐ **Document use**
☑ **Writing**
☑ **Numeracy**
☑ **Oral communication**
☐ **Working with others**
☐ **Computer use**
☐ **Continuous Learning**
☐ **Thinking skills:**
  ☐ **Problem solving**
  ☐ **Decision Making**
  ☐ **Job Task Planning and Organization**
  ☐ **Significant use of memory**
  ☐ **Finding information**

Skilled trades addressed:

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
☐ **Research**
☐ **Curriculum development**
☐ **Tool development**
☐ **In-class training**
☐ **On-the-job training**
☐ **Needs assessment**
☐ **Promotion**
☑ **Tutor / Provider Training**

Target group:
☐ **Aboriginal people**
☐ **Women**
☐ **Visible minorities**
☐ **Persons with disabilities**

Purpose of project:

Intended outcomes: To organize a training program to train workplace literacy practitioners in how to use this new methodology to determine the literacy requirements of jobs.

Partners:
☐ **Employer:**
☐ **Labour union:**
☐ **Community college:**
☐ **Community-based organizatio**
☑ **Sector council:** SkillPlan - BC Construction Industry Skills Improvement Council
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Construction Labourer

Sponsor's Name: Labourers' Local 1089 (1985) Training and Rehabilitation Trust Fund

Description: Labourers' Local 1089 will integrate literacy into a basic skills training package

Start Date: 1989-1990

End Date:

City: Sarnia

Province/Territory: Ontario

Scope:
- ☑ Local
- ☐ Regional
- ☐ Provincial/Territorial
- ☐ Interprovincial
- ☐ National

Essential skills:
- ☑ Reading text
- ☐ Document use
- ☑ Writing
- ☑ Numeracy
- ☑ Oral communication
- ☐ Working with others
- ☐ Computer use
- ☐ Continuous Learning
- ☐ Thinking skills:
  - ☐ Problem solving
  - ☐ Decision Making
  - ☐ Job Task Planning and Organization
  - ☐ Significant use of memory
  - ☐ Finding information

Skilled trades addressed: Labourer

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
- ☐ Research
- ☑ Curriculum development
- ☐ Tool development
- ☑ In-class training
- ☐ On-the-job training
- ☐ Needs assessment
- ☐ Promotion
- ☐ Tutor / Provider Training

Target group:
- ☐ Aboriginal people
- ☐ Visible minorities

☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners:
☐ **Employer:**
☑ **Labour union:** Labourers' Local 1089
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info:

Name of Project: Literacy and Skills Upgrading

Sponsor's Name: Toronto Ironworkers Training and Rehabilitation Centre

Description: The centre will create and test a program aimed at upgrading skills of existing and new members.

Start Date: 1989-1990 **End Date:**

City: Toronto **Province/Territory:** Ontario

Scope:
- ☑ Local
- ☐ Regional
- ☐ Provincial/Territorial
- ☐ Interprovincial
- ☐ National

Essential skills:
- ☑ Reading text
- ☐ Document use
- ☑ Writing
- ☑ Numeracy
- ☑ Oral communication
- ☐ Working with others
- ☐ Computer use
- ☐ Continuous Learning
- ☐ Thinking skills:
  - ☐ Problem solving
  - ☐ Decision Making
  - ☐ Job Task Planning and Organization
  - ☐ Significant use of memory
  - ☐ Finding information

Skilled trades addressed: Ironworker

Essential skills profile created?

Project cost:

Government funder: HRSDC (NLS)

Type of project:
- ☐ Research
- ☑ Curriculum development
- ☐ Tool development
- ☑ In-class training
- ☐ On-the-job training
- ☐ Needs assessment
- ☐ Promotion
- ☐ Tutor / Provider Training

Target group:
- ☐ Aboriginal people
- ☐ Visible minorities

☐ **Women** ☐ **Persons with disabilities**

Purpose of project:

Intended outcomes:

Partners:

☐ **Employer:**
☑ **Labour union:** Toronto Ironworkers Training and Rehabilitation Centre
☐ **Community college:**
☐ **Community-based organizatio**
☐ **Sector council:**
☐ **Apprenticeship regulatory body**
☐ **Employees**

Contact info: